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ABSTRACT

This document is the third annual status report of the Spencerport (New York) More Effective Schools/Teaching Project. Section 1 describes nine documents developed during the project; identifies persons participating in the project; states the applicability of effective schools research to all levels of a suburban school system; and sets forth the basic assumptions, concepts, and research findings upon which the district's master plan was built. Section 2, "Student Achievement" (containing summary tables and comments and disaggregated analyses of student achievement and concomitant goal data for five schools) sets forth changes in student achievement which occurred during the life of the project. Section 3, " Correlates of an Effective School," includes summary tables and comments as well as activities pertinent to each correlate and needs assessment data for the five schools. Appendices include: "How to Read a Disaggregated Analysis"; "The Master Plan"; "Third Overview of the More Effective Schools/Teaching Projects"; "What Is an Effective School?" (Robert E. Sudlow); and "Summary of Responses to the Connecticut School Interview, May 1983, May 1984, May 1985 and May 1986." Numerous tables, graphs, and charts are included. (IW)

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SPENCERPORT CENTRAL SCHOOLS

Spencerport, New York 14559

More Effective Schools/Teaching Project

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EA 019 216

Third Annual Report

September 1986

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Section I

Introduction

During the 1982-83 school year the Spencerport Central School District embarked upon a comprehensive project to study the effective schools research and to see what implications it has at all levels of a suburban school system. The purpose of this report is to present a status (not evaluation) document summarizing findings at the end of the third full year of operation. Hopefully this report will stimulate all in the district to pause and reconsider what they are, and should be doing to improve their school. By looking at what has occurred, as seen through a different set of eyes, Building Planning Teams might generate new insights into how to reach the goal of effectiveness.

It is important to recognize that this project could not have been successful without the many, many hours of thought and work given by each Building Planning Team. Their leadership was, and is essential -- and gratefully appreciated. The members of the 1985-86 Building Planning Teams were:

Bernabi:	Anthony LaMonica Sonia Davis Sheila Markman Anthony Marcello Louise Sprecher, Principal
Munn:	Terry Dingee Sue LaManque Harold Heady Denise Osborne Adele Palmateer Kay Shillito Matt Natalie, Principal
Town Line:	Dianne LaMonica Alberta Dick Roger Schurkamp Marian Smith Larry Trippodo Anne Wallace Milton Ryan, Principal
Cosgrove:	Terry Hedges Richard Anderson Thomas Johnston Audrey Potter Eileen Piskacek Al Pogue Manuel Panarites, Principal Ed Przybycien, Assistant Principal
Wilson:	Milton Danko James Dentinger Neil Laundry Ron Zorn Ronald Broadbent David Hamailton Wilbur Selander, Principal Ross Constantino, Assistant Principal Ed Groszewski, Acting Principal (First Semester)

It also must be said that this project could not occur without the enthusiastic support of the Superintendent of Schools, Mr. Joseph Clement, Jr. and the Board of Education. The members of the 1985-86 Board of Education are:

Mrs. Gay Lenhard, President
Mrs. Beverly Brust, Vice President
Mr. Myron Fox
Mr. Larry Becker/Mr. Charles McLellan
Mr. Burton Judd
Mr. Elwood Noxon
Dr. Sam Rivoli

Most importantly, this project would have failed without the time, knowledge, wisdom and graciousness provided by its consultant -- Dr. Lawrence Lezotte of Michigan State University. His willingness to give us his professional and family time is deeply appreciated.

We believe that so far several key observations have emerged:

1. The effective schools research is applicable at all levels of a suburban school system. At no time while we were implementing it have either major or minor questions been raised regarding its applicability to a suburban setting.

2. As a result of building staffs working on this project, dialogue has centered around key, crucial, important topics. For example, what can be healthier and more important than for a building to discuss, argue and decide its central mission! Or to face up to the possibility that it might not have high expectations that all students can learn!

3. There is a definite process which should be followed in an effective schools project. It is briefly set forth in the Second Overview, the project flowchart and "Conducting an Effective Schools Program."

Finally, it might be good at this juncture to pause and set forth once again the basic assumptions, concepts, research findings upon which an effective schools project is built. They were developed and unanimously agreed upon by the Leadership Planning Team as a part of the process of developing the district's master plan. They are:

1. Virtually all students are educable when educability is defined as pupil acquisition of basic school skills.

2. Research concludes that the school effects are more powerful than familial effects. This conclusion must not be taken to mean that there is no familial effect in pupil acquisition of academic skills. In some families background does not limit a student's ability to acquire basic school skills, but some families can enhance student achievement well beyond basic school skills.

3. a. Annually the goal of education for each youth is to bring him or her to at least the standard of minimum academic performance for that grade level so that he or she can perform successfully in the next grade.

   b. Further, the goal of education is to prepare students so that they can make as many choices as possible. Thus upon graduation from high school all students would be able, as a result of their education, to choose whether or not to enter college, or to attend another form of post high school education, or to obtain a job.

4. There is a positive correlation between academic student achievement and staff expectations.

5. An emphasis upon learning, upon academic achievement, is the prime purpose of public education.

6. Teachers and principals can and do make a key difference in the quality of education each child receives.

7. A school building is a complex social system with a set of norms, beliefs and patterns of behavior which can facilitate or hinder learning.

8. Collaborative, cooperative, collegial, supportive, noncoercive planning especially at the building level and accompanied by support form District Office personnel is they key approach to improvement.

9. The building principal has a key role in establishing the climate of his or her building.

10. Change is a process, a series of related events. It is not one event.

11. Ideal change fosters ownership and commitment by all participants.

12. In many ways, the schools in this district are effective. The challenge is to make them more effective.

13. This project affects all school personnel.

14. Because the climate of a school is dependent upon all of its occupants, the individal school building as a whole is the strategic unit for planned change. To obtain change, attention must be paid to the culture of the school; focusing on the behavior of individual teachers or students is not sufficient.

15. Focusing on effective schools research may necessitate realignment of other priorities within the building.

During the three and a half years of the project a number of documents were prepared. They are:

Master Plan -	Report of the Leadership Planning Team to the Superintendent. The report was approved by the Board of Education in May 1983.

First Overview of the Project -

This bulletin is designed to be read immediately following Edmonds' article "Effective Schools for the Urban Poor." It contains definitions of each of the correlates of effectiveness mentioned in Edmonds' concluding paragraphs. December 1983.

Second Overview of the Project -

This bulletin sets forth the various steps in the project's design and development. July 1984.

Third Overview of the Project -

This bulletin sets forth the project's goals, assumptions, the correlates of an effective school, project flowchart and functions of a building planning committee. August 1986.

Conducting an Effective Schools Program -

This article discusses and operationally defines the differences between a generalized school improvement project and an effective schools project. June 1984.

"What Is an Effective School?" -

This paper presents a generic definition of an effective school which can be used throughout the nation. The definition is based upon the work of Edmonds and Lezotte. August 1985.

Stages of an Effective Schools Project Flowchart.
August 1986.

Annual Reports: 1984, 1985, 1986 -

A comprehensive evaluation report setting forth detailed statistics regarding student achievement and the extent to which the correlates have been implemented in each building.

Executive Summaries of Annual Reports: 1984, 1985, 1986

Copies of all of the above documents, except the Annual Reports, will be supplied upon request.

Section II

Student Achievement

Part A

Summary Tables and Comments

Conclusion

The key project goal is the attainment of effectiveness. To ascertain this disaggregated analyses of student achievement are computed.

For Reading:

1. Partial to full improvement occurred in the three elementary schools and the junior high school.
2. The high school is effective for three consecutive years.

For Mathematics:

1. Partial to full improvement occurred in all buildings.

For Social Studies:

1. Improvement did not occur at the junior high school.
2. There was a very significant improvement in the proportion of students taking the Regents exam with only a minimal impact on percent passing.

For English:

1. At the senior high school there was a major significant improvement in the proportion of students taking the exam with only a minimal impact on percent passing.

For Writing:

1. Improvement occurred at the junior high school.
2. The high school was effective for three consecutive years.

For Language:

1. At the junior high school improvement occurred.

For Listening:

1. At the junior high school improvement occurred.

A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery, and

B. There shall be an annual decrease in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

The table below summarizes whether each building is progressing in reading and mathematics towards effectiveness:

	Reading		Mathematics	
	Compared to Base Year (83)	Compared to Preceding Year (85)	Compared to Base Year (83)	Compared to Preceding Year (85)
Bernabi	improvement occurred*	partial improvement occurred**	improvement occurred	improvement occurred
Munn	partial improvement occurred	partial improvement occurred	partial improvement occurred	partial improvement occurred
Town Line	improvement occurred	partial improvement occurred	partial improvement occurred	improvement occurred
Cosgrove	partial improvement occurred	partial improvement occurred	partial improvement occurred	improvement occurred
Wilson	effective for three consecutive years		partial improvement occurred	partial improvement occurred

For Science:

1. Improvement did not occur in either the junior or the senior high school.

*Improvement occurred means that there was both

A. an increase in the proportion of students who demonstrate minimum academic mastery, and

B. a decrease in the proportion of youth failing to demonstrate minimum academic mastery as a function of socio-economic class.

**Partial improvement means that either condition A or condition B occurred.

***No improvement means that neither condition A or condition B occurred.

The project also has a Concomitant Goal directed towards above average student achievement. It should be noted that the Master Plan calls for the Concomitant Goal data only to be monitored. Prime attention in the annual building plans is to be devoted to attaining the Project Goal.

Unusually high proportions of students attain scores in the top three stanines on the Stanford Achievement Test.

	Reading	Mathematics
Bernabi	47%	69%
Munn	39%	56%
Town Line	45%	57%
Cosgrove	34%	45%

	Cosgrove
Language	39%
Listening	28%
Science	24%
Social Studies	33%

The data for students who score 90% or higher on the New York State Regents Exams is:

English	7%
Mathematics	21%
Science	18%
Social Studies	11%

National Average - 23%

Narrative

This section of the report sets forth changes in student achievement which occurred during the life of the project. As the project continues for the next three to five years and as people continue to both study the data and work to improve the correlates associated with an effective school, then it is reasonable to infer that changes in achievement may be related to the project.

The basic goal of the project is:

The instructional program in each building shall be effective. Effective is defined as the combination of all of the following:

A. Ninety-five, or greater, percent of all the students at each grade level shall demonstrate minimum academic mastery. Children in Learning Disabilities classes shall be included in building analyses. The effect of the inclusion of the children on the total population shall be carefully monitored and analyzed.

B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

C. The above two conditions shall have been obtained for a minimum of three consecutive years.

This can be illustrated as follows:

	Low Socioeconomic Classes	Middle & Upper Socioeconomic Classes
At or above minimun academic mastery	≧95%	≧95%
Below minimum academic mastery	≦5%	≦5%

Should a school building not be effective according to the criteria of the Primary Goal (above) and its implementing Definitions (below) and Standards (below), then we recommend that the following definition of school improvement be used until the building attains effectiveness.

*Improvement occurred means that there was both

A. an increase in the proportion of students who demonstrate minimum academic mastery, and

B. a decrease in the proportion of youth failing to demonstrate minimum academic mastery as a function of socioeconomic class.

**Partial improvement means that either condition A or condition B occurred.

***No improvement means that neither condition A nor condition B occurred.

The table below shows whether the secondary buildings are progressing towards effectiveness in the subject areas indicated.

	Cosgrove Junior High School		Wilson Senior High School	
	Compared to Base Year (83)	Compared to Preceding Year (85)	Compared to Base Year (83)	Compared to Preceding Year (85)
ocial Studies	improvement did not occur***	improvement did not occur	improvement did not occur	improvement did not occur
Science	improvement did not occur	improvement did not occur	improvement did not occur	improvement did not occur
Writing	improvement occurred	improvement occurred	effective for three consecutive years	
Language	improvement occurred	improvement occurred		
Listening	partial improvement occurred	partial improvement occurred		
English			improvement did not occur	improvement did not occur

Detailed data upon which the above conclusions are based appears in the later portion of this section.

Spencerport's project is unique in that it also has a Concomitant Goal addressed to excellent achievement. It is:

- Evaluations of ongoing school improvement projects show that as overall achievement rises, outstanding individual achievement also rises. Therefore we recommend that the district monitor various indicators to see if the number of students with outstanding achievement rises. (It should be noted that the Leadership Planning Team strongly recommends that building plans center solely around achieving the Primary Goal.)

Below are the standards for monitoring the Concomitant Goal:

1. There shall be an annual evaluation of the percentage of students demonstrating superior academic mastery as demonstrated either by scoring in stanines seven, eight and nine on the Stanford Achievement Test or by scoring at or above 90% on a Regents exam.

2. For those subjects in which a significant percentage of the students take a Regents exam:

   a. A score of 65% of better

   b. An annual increase in the percentage of students taking the exam.

The table below summarizes whether or not the Concomitant Goal for reading and mathematics was met.

	Reading	Mathematics
Bernabi	improvement did not occur	improvement occurred*
Munn	improvement occurred	improvement occurred
Town Line	partial improvement occurred	improvement occurred
Cosgrove	improvement occurred	partial improvement occurred

*Improvement occurred means that there is an annual increase in the percentage of students scoring in stanines seven, eight or nine.

**Partial improvement means that an increase occurred either from June 1983 to June 1986 or from June 1985 to June 1986.

***No improvement means that the percentage in June 1986 is equal to or lower than the percentage for June 1983 to June 1985.

The table below shows whether the Concomitant Goal for the other subject areas in the Cosgrove Junior High School was met.

Social Studies	partial improvement occurred
Science	improvement did not occur
Language	improvement occurred
Listening	partial improvement occurred

The table below shows whether the Concomitant Goal in the Wilson Senior High School was met.

	% Scoring 90-100% on Regents Exam	% Taking Regents Exam	% Passing Regents Exam
Social Studies	partial improvement occurred**	improvement occurred*	improvement did not occur***
English	improvement did not occur	improvement occurred	improvement did not occur
Science	improvement did not occur	improvement occurred	improvement did not occur
Mathematics	improvement did not occur	partial improvement occurred	improvement did not occur

The true picture of what is occurring in English and Social Studies is not revealed by the above table.

		Percent Taking	Percent Passing	% Scoring 90-100%
Social Studies	1983	61%	89%	9%
	1984	60%	92%	14%
	1985	74%	95%	15%
	1986	78%	86%	11%

The proportion of the student body taking this Regents exam increased from three-fifths (3/5) to four-fifths (4/5) of the student body with only minimal impact on percent passing and the percent attaining high scores. The statewide passing average is 78%.

	Percent Taking	Percent Passing	% Scoring 90-100%
English 1983	53%	95%	7%
1984	59%	96%	7%
1985	60%	97%	8%
Class of 1986	94%	85%	7%

It used to be that one-half (1/2) of the juniors took this Regents exam. Now virtually all of the students take the exam before they graduate. There has been only minimal impact on percent passing and no impact on the percent attaining high scores. The statewide passing average is 85%.

While developing the Concomitant Goal data it became very apparent that there are some very high percentages of students obtaining scores indicative of above average academic achievement.

The data for reading and mathematics as measured by the Stanford Achievement Test follow.

	Reading	Mathematics
Bernabi	47%	69%
Munn	39%	56%
Town Line	45%	57%
Cosgrove	34%	45%

National Average - 23%

The data for other subject areas follow.

	Cosgrove
Language	39%
Listening	28%
Science	24%
Social Studies	33%

Part B

Disaggregated Analyses of Student Achievement and Concomitant Goal Data

Part B of Section II contains data for each building. Several comments need to be made.

1. The disaggregated analysis of student achievement is a summary of three extensive documents which were given to each building planning team -- one in the summer of 1983, 1984 and 1985. The summary presented in this part of the report is intended to provide an overview, a photograph, of how well the students in each building achieved. All of the data for each subject area, such as math grades 1-6 or math grades 7-8, is collapsed into one table. If the reader wishes to know what occurred at specific grade levels, he or she should consult the individual reports.

2. Because of the centrality of the disaggregated analyses to the project's goal, prime attention should be devoted to them.

3. Explanations regarding how to interpret disaggregated analysis appear in the detailed reports sent to each building each year. For those who wish to go beyond the summary statements which appear in this part, the explanation appears in Appendix A.

4. Because we are dealing only with test scores for students for whom we have an indicator of socio-economic status and because the percentage of students for whom we have data differed (increased) for each year of the project, numbers set forth in this report will not necessarily be the same as numbers in other documents. As best as we can determine, the students for whom we have socio-economic data are representative of the total population.

5. The Project Goal is:

   The instructional program in each building shall be effective. Effective is defined as the combination of all of the following:

   A. Ninety-five, or greater, percent of all the students at each grade level shall demonstrate minimum academic mastery. Children in Learning Diasbilities classes shall be included in building analyses. The effect of the inclusion of the children on the total population shall be carefully monitored and analyzed.

   B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

   C. The above two conditions shall have been obtained for a minimum of three consecutive years.

5. The Project Goals is: (continued)

Should a school building not be effective according to the criteria of the Primary Goal (above) and its implementing Definitions (below) and Standards (below), then we recommend that the following definition of school improvement be used until the building attains effectiveness.

A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery, and

B. There shall be an annual decrease in the proportion of youth demonstrating minimum academic mastery as a funcion of socioeconomic class.

6. The Project's Concomitant Goal is:

Evaluations of ongoing improvement projects shows that as overall achievement rises, outstanding individual achievement also rises. Therefore we recommend that the district monitor various indicators to see if the number of students with outstanding achievement rises. (It should be noted that the Leadership Planning Team strongly recommends that building plans center solely around achieving the Primary Goal.)

1. There shall be an annual evaluation of the percentage of students demonstrating superior academic mastery as demonstrated either by scoring in stanines seven, eight and nine on the Stanford Achievement Test or by scoring at or above 90% on a Regents exam.

2. For those subjects in which a significant percentage of the students take a Regents exam:

   a. A score of 65% or better

   b. An annual increase in the percentage of students taking the exam.

BERNABI

Project Goal

Reading Comprehension
Grades 1-6 Inclusive

May 1983

	High School	Post High School
Minimum Academic Mastery	86%	92%
40%ile		
Below Minimum Mastery	14%	8%

May 1984

	High School	Post High School
Minimum Academic Mastery	89%	93%
40%ile		
Below Minimum Mastery	11%	7%

May 1985

	High School	Post High School
Minimum Academic Mastery	91%	92%
40%ile		
Below Minimum Mastery	9%	8%

May 1986

	High School	Post High School
Minimum Academic Mastery	90%	95%
40%ile		
Below Minimum Mastery	10%	5%

1. Compared with the base year of 1983, progress towards effectiveness occurred.
   a. There is an increase in the proportion of students attaining minimum academic mastery.
   b. There is a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1985, partial progress towards effectiveness occurred.

   a. There is a decrease in the proportion of students from the lower SES attaining minimal academic mastery. The proportion of students from the middle and upper SES attaining minimal academic mastery increased.

   b. There is an increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

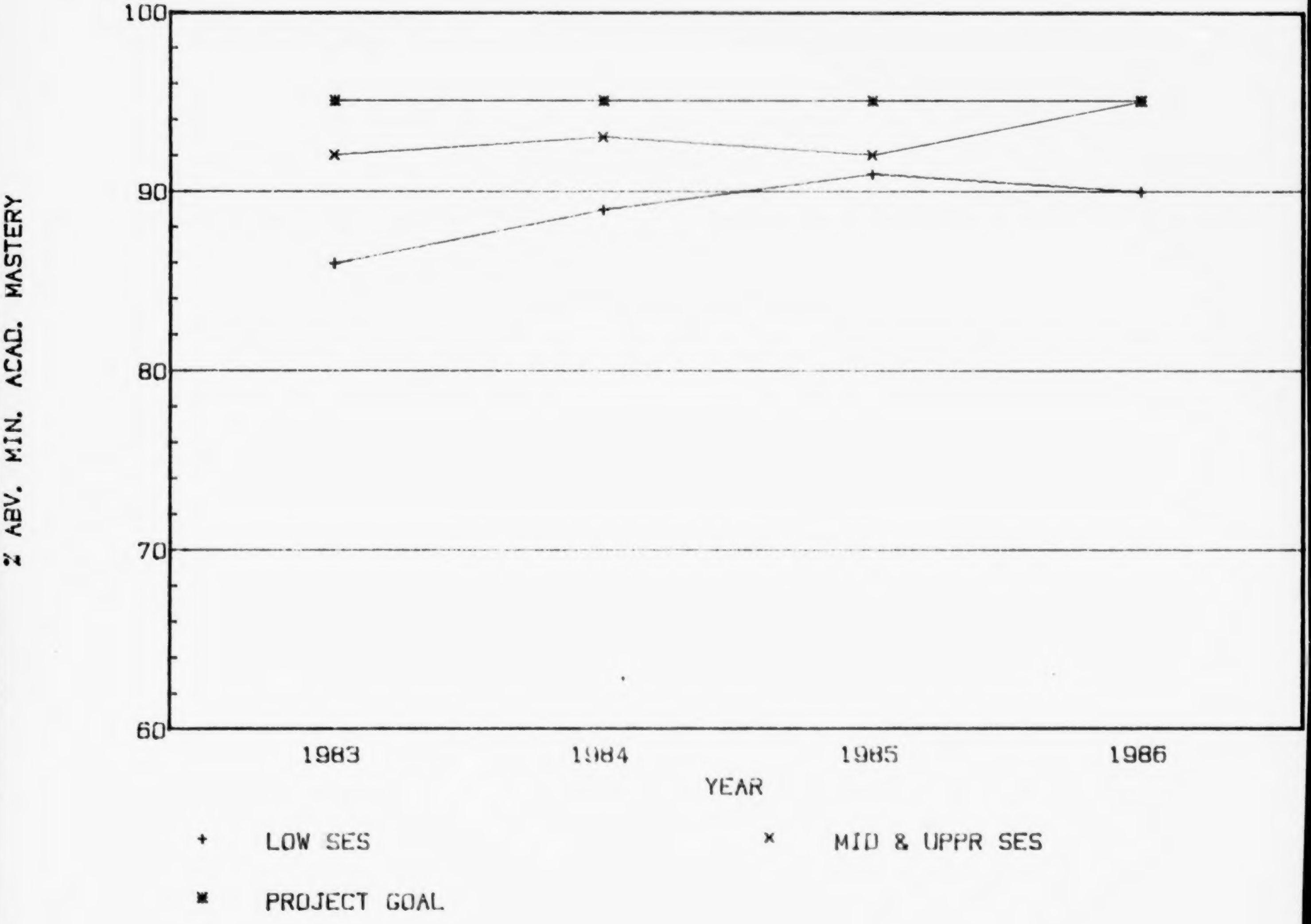
Concomitant Goal

Percentage of Students in Stanines 7-9
Reading Comprehension - Grades 1-6

--May 1983	48.9%
--May 1984	46.6%
--May 1985	48.5%
--May 1986	47.0%

This table shows that the project's Concomitant Goal or an annual increase in the percentage of students demonstrating above academic mastery was not met. The percentage of students scoring in the top three stanines is approximately the same over the years. However, this table shows that almost 50% of the student body scores in the top three stanines compared with the national average of 23%.

BERNABI READING



BERNABI

Project Goal

Total Math
Grades 1-6 Inclusive

May 1983

	High School	Post High School
Minimum Academic Mastery	86%	93%
40%ile		
Below Minimum Mastery	14%	7%

May 1984

	High School	Post High School
Minimum Academic Mastery	90%	95%
40%ile		
Below Minimum Mastery	10%	5%

May 1985

	High School	Post High School
Minimum Academic Mastery	91%	96%
40%ile		
Below Minimum Mastery	9%	4%

May 1986

	High School	Post High School
Minimum Academic Mastery	95%	97%
40%ile		
Below Minimum Mastery	5%	3%

1. Compared with the base year of 1983, progress towards effectiveness occurred.
    a. There is an increase in the proportion of students attaining minimal academic mastery.
    b. There is a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1985, progress towards effectiveness occurred.

    a. There is an increase in the proportion of students attaining minimal academic mastery.

    b. There is a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

    The data indicates effectiveness for the first year!

Concomitant Goal

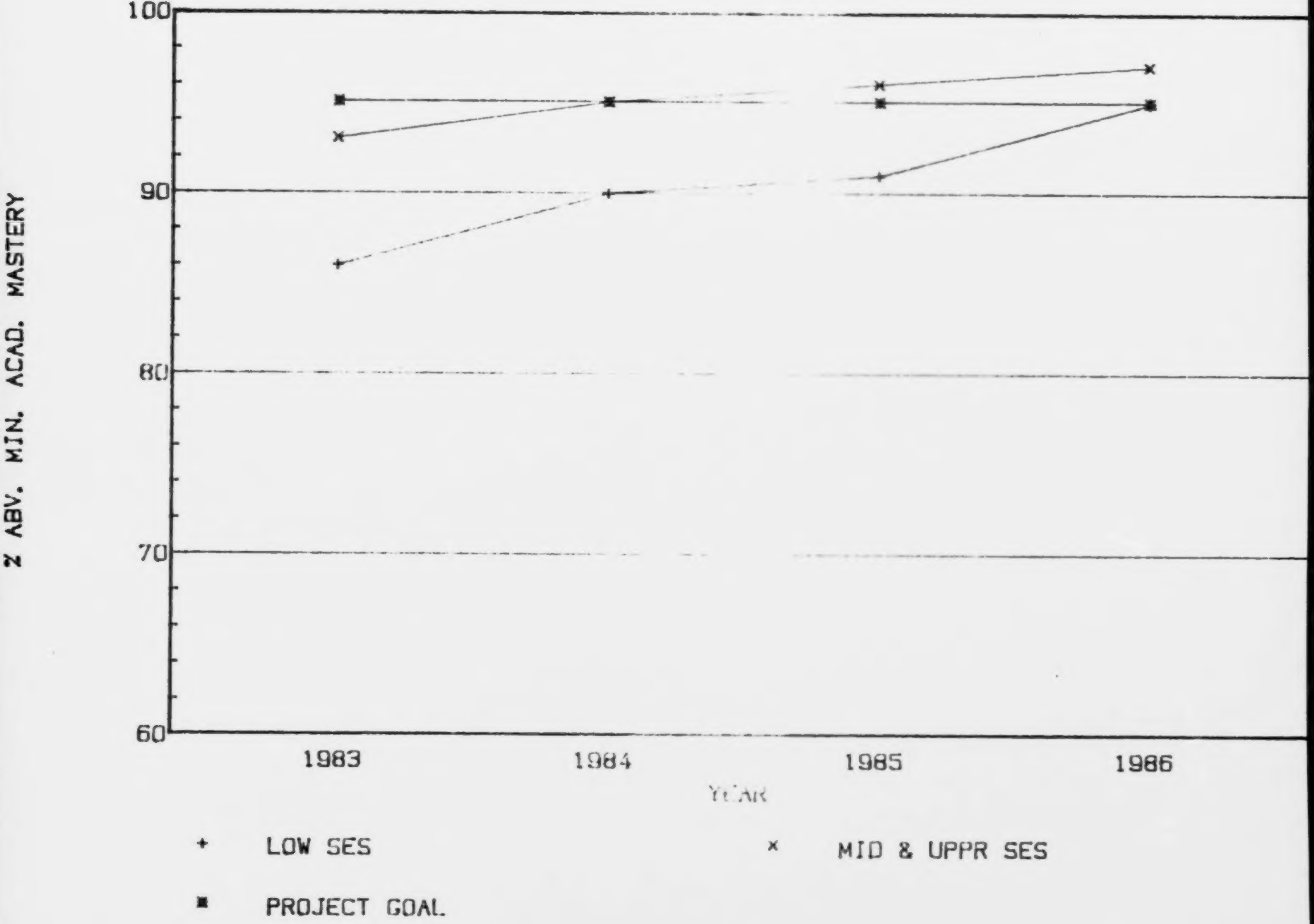
Percentage of Students in Stanines 7-9
Total Math - Grades 1-6

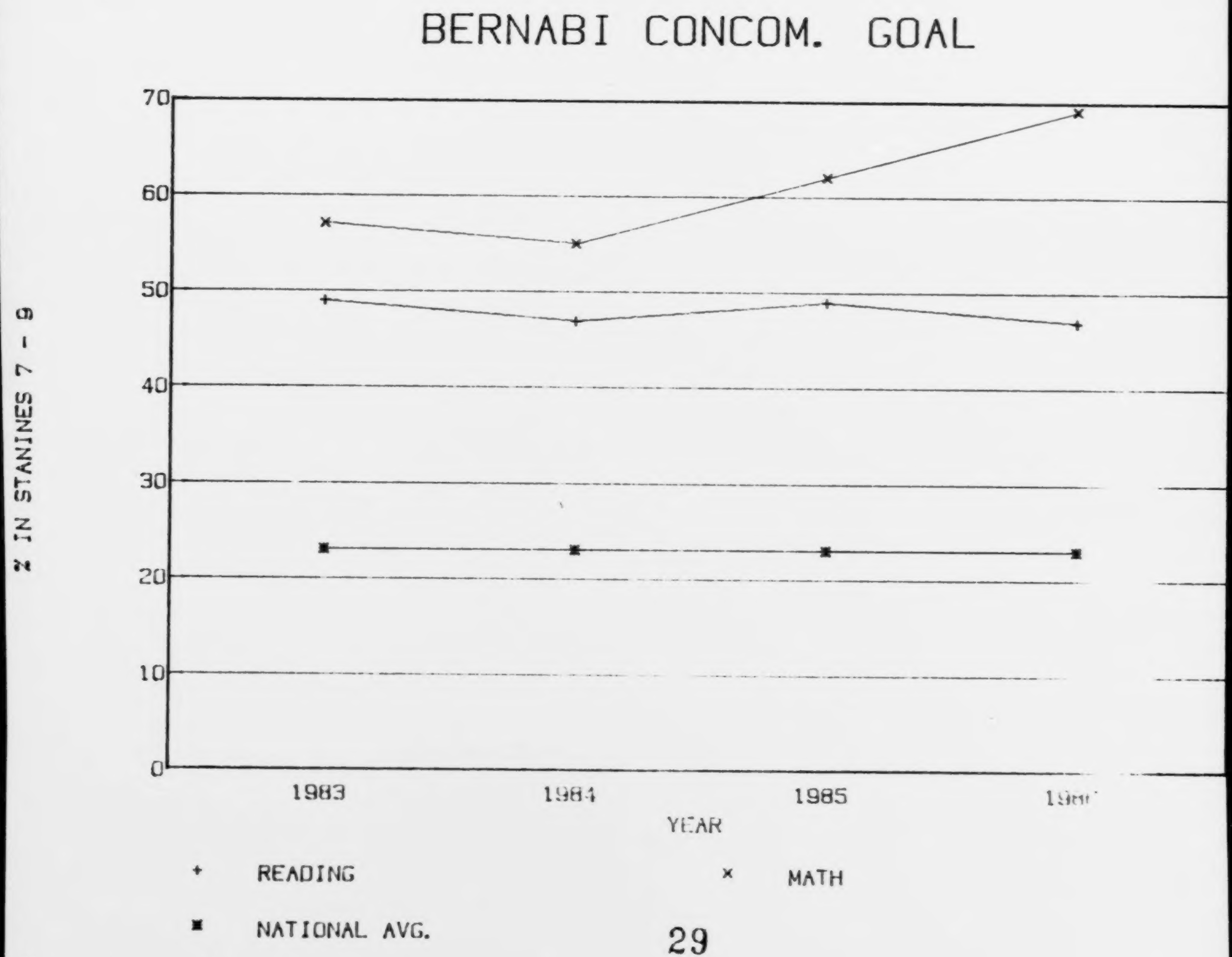
--May 1983	57.0%
--May 1984	55.0%
--May 1985	62.0%
--May 1986	69.0%

This table shows that the project's Concomitant Goal was met. There is an increase in the percentage of students scoring in the top three stanines.

This table also shows that two-thirds of the students attain these very high scores compared to the national average of 23%.

BERNABI MATH





BERNABI CONCOM. GOAL

MUNN

Project Goal

Reading Comprehension
Grades 1-6 Inclusive

Option II Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery	74%	76%
40%ile		
Below Minimum Mastery	26%	24%

May 1984

	High School	Post High School
Minimum Academic Mastery	77%	83%
40%ile		
Below Minimum Mastery	23%	17%

May 1985

	High School	Post High School
Minimum Academic Mastery	77%	82%
40%ile		
Below Minimum Mastery	23%	18%

May 1986

	High School	Post High School
Minimum Academic Mastery	83%	92%
40%ile		
Below Minimum Mastery	17%	8%

1. Compared with the base year of 1983, partial progress towards effectiveness occurred.
    a. There is an increase in the proportion of students attaining minimal academic mastery.
    b. There was an increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1985, partial progress towards effectiveness occurred.

    a. There is an increase in the proportion of students attaining minimal academic mastery.

    b. There was an increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Summary: Although the proportion of students attaining minimum academic mastery is increasing, the gap between the lower SES and the middle and upper SES students failing to demonstrate minimal academic mastery is the widest ever!

Concomitant Goal

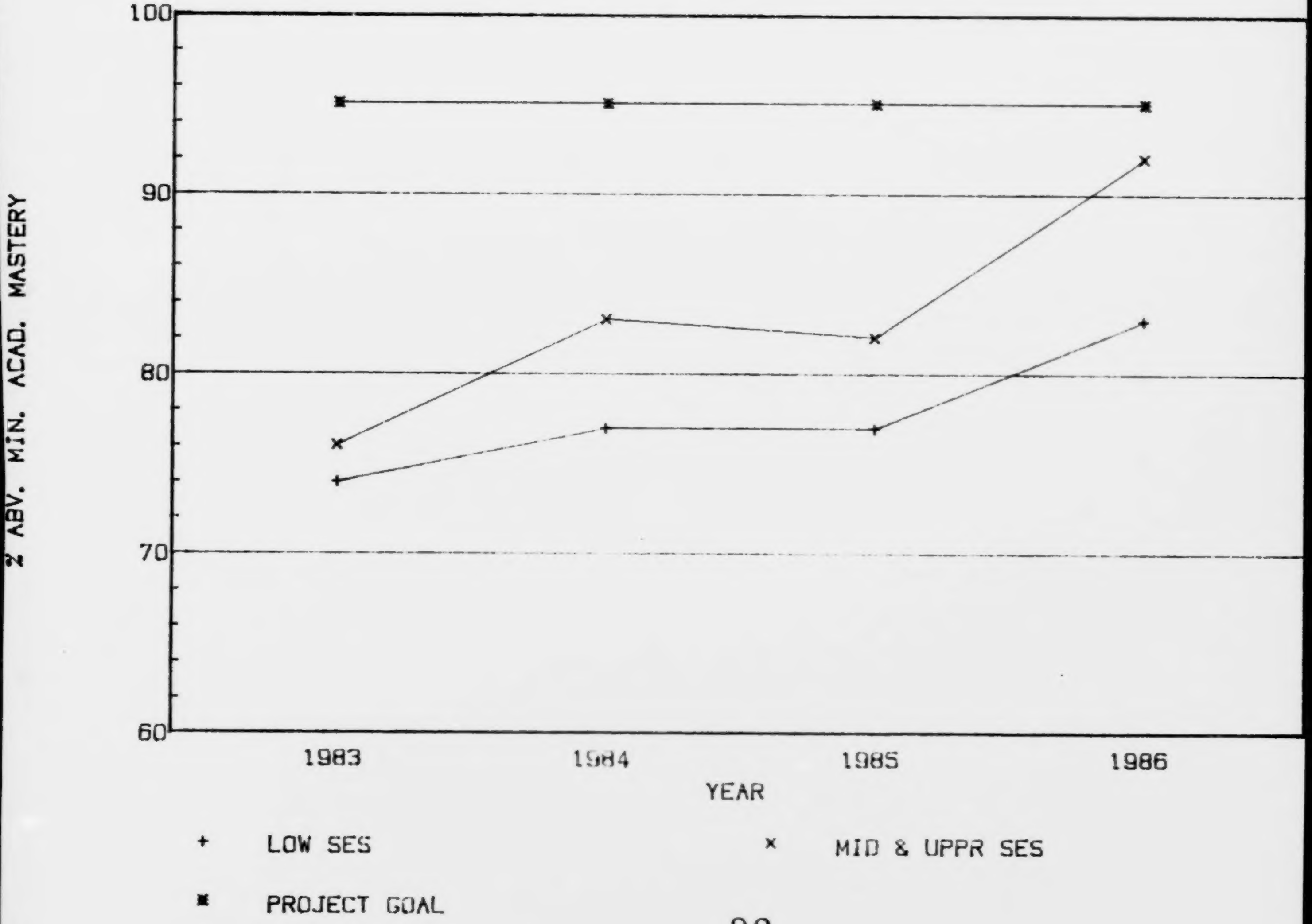
Percentage of Students in Stanines 7-9
Reading Comprehension - Grades 1-6

--May 1983	29.6%
--May 1984	33.6%
--May 1985	35.7%
--May 1986	39.0%

This table shows that the project's Concomitant Goal was met. There is an increase in the percentage of students scoring in the top three stanines.

This table also shows that two-fifths of the students attain these very high scores compared to the national average of 23%.

MUNN READING



MUNN

Project Goal

Total Math
Grades 1-6 Inclusive

Option II Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery	85%	89%
40%ile		
Below Minimum Mastery	15%	11%

May 1984

	High School	Post High School
Minimum Academic Mastery	82%	91%
40%ile		
Below Minimum Mastery	18%	9%

May 1985

	High School	Post High School
Minimum Academic Mastery	86%	91%
40%ile		
Below Minimum Mastery	14%	9%

May 1986

	High School	Post High School
Minimum Academic Mastery	89%	97%
40%ile		
Below Minimum Mastery	11%	3%

1. Compared with the base year of 1983, partial progress towards effectiveness occurred.
   a. There is an increase in the proportion of students attaining minimal academic mastery.
   b. There is an increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1985, partial progress towards effectiveness occurred.

   a. There is an increase in the proportion of students from the lower SES attaining minimal academic mastery.

   b. There is an increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Summary: It looks like next year will be the first for being effective in mathematics!

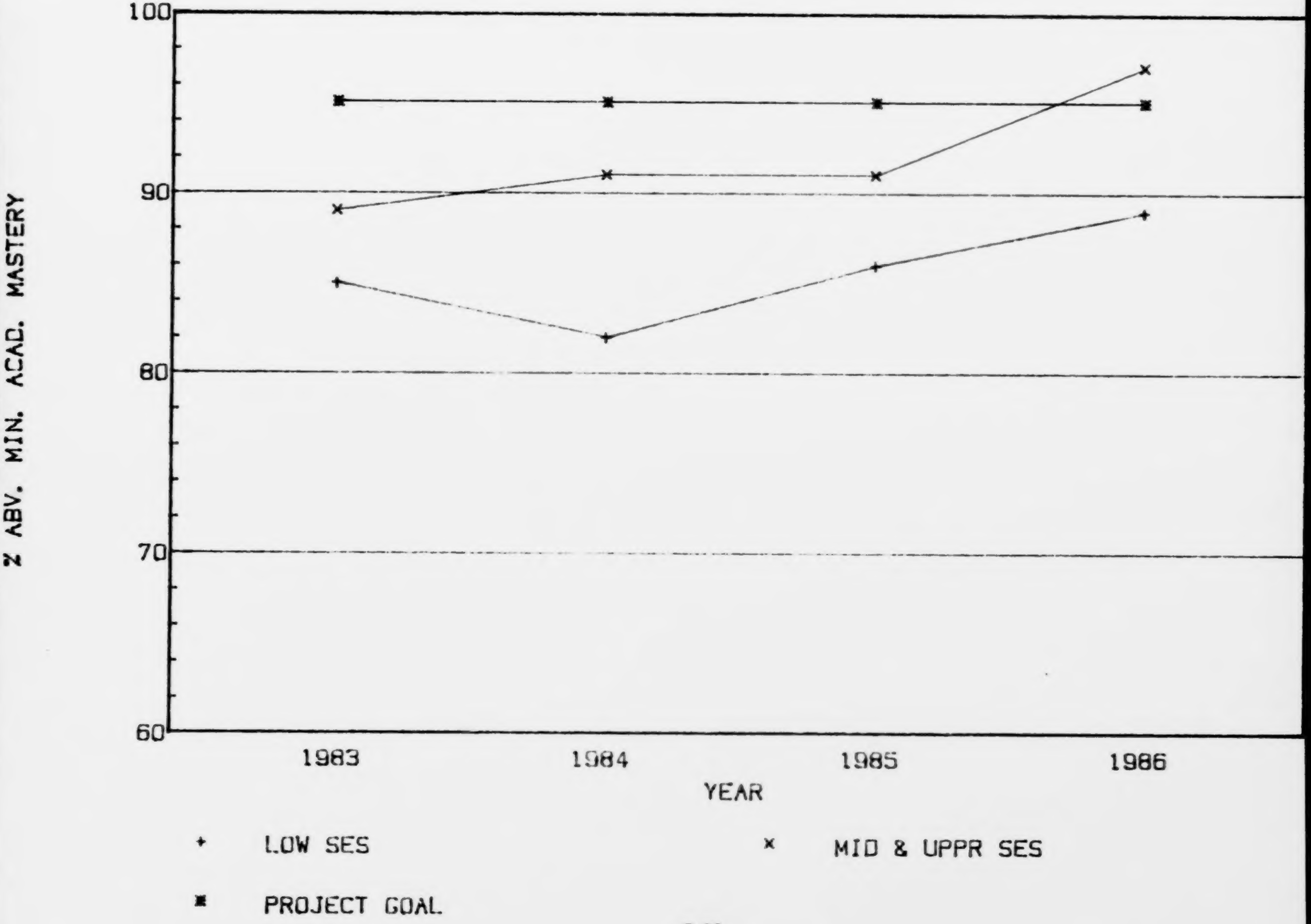
Concomitant Goal

Percentage of Students in Stanines 7-9
Total Math - Grades 1-6

--May 1983	49.9%
--May 1984	49.2%
--May 1985	54.5%
--May 1986	56.0%

This table shows that the project's Concomitant Goal was met. There is an increase in the percentage of students scoring in the top three stanines.

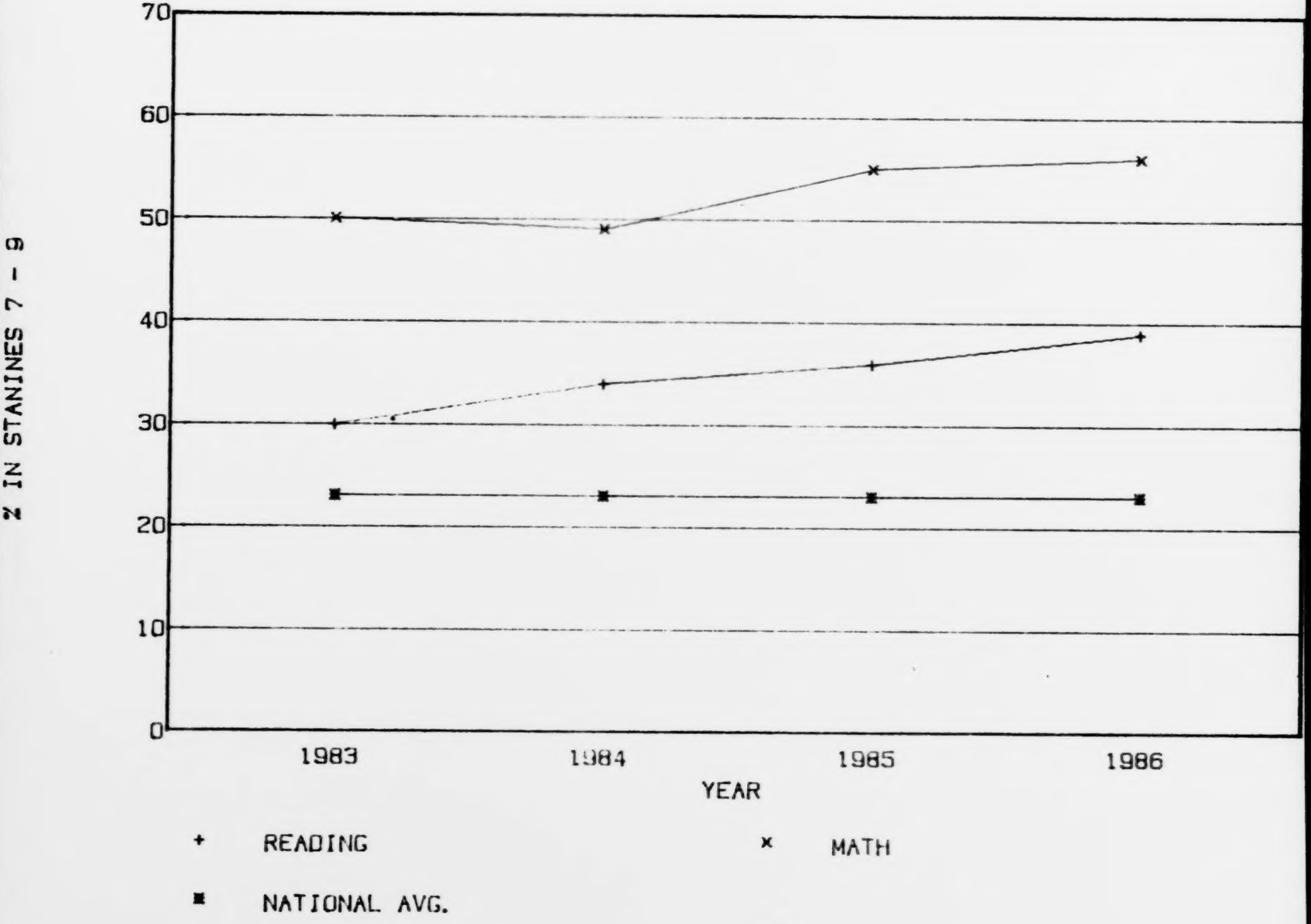
This table also shows that slightly over one-half of the students attain these very high scores compared to the national average of 23%.



MUNN MATH

100
90
80
70
60
% ABV. MIN. ACAD. MASTERY
1983
1984
1985
1986
YEAR
+ LOW SES
× MID & UPPR SES
✱ PROJECT GOAL

MUNN CONCOMITANT GOAL



TOWN LINE

Project Goal

Reading Comprehension
Grades 1-6 Inclusive

Option II Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery	76%	88%
40%ile		
Below Minimum Mastery	24%	12%

May 1984

	High School	Post High School
Minimum Academic Mastery	78%	89%
40%ile		
Below Minimum Mastery	22%	11%

May 1985

	High School	Post High School
Minimum Academic Mastery	78%	90%
40%ile		
Below Minimum Mastery	22%	10%

May 1986

	High School	Post High School
Minimum Academic Mastery	82%	90%
40%ile		
Below Minimum Mastery	18%	10%

1. Compared with the base year of 1983, progress towards effectiveness occurred.
    a. There is an increase in the proportion of students attaining minimal academic mastery.
    b. There is a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1985, partial progress toward effectiveness occurred.

    a. There is no change in the proportion of students from the middle and upper SES attaining minimal academic mastery. The proportion of students from the lower SES attaining minimal academic mastery increased.

    b. There is a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Summary: Improvement is occurring and effectiveness is within sight!

Concomitant Goal

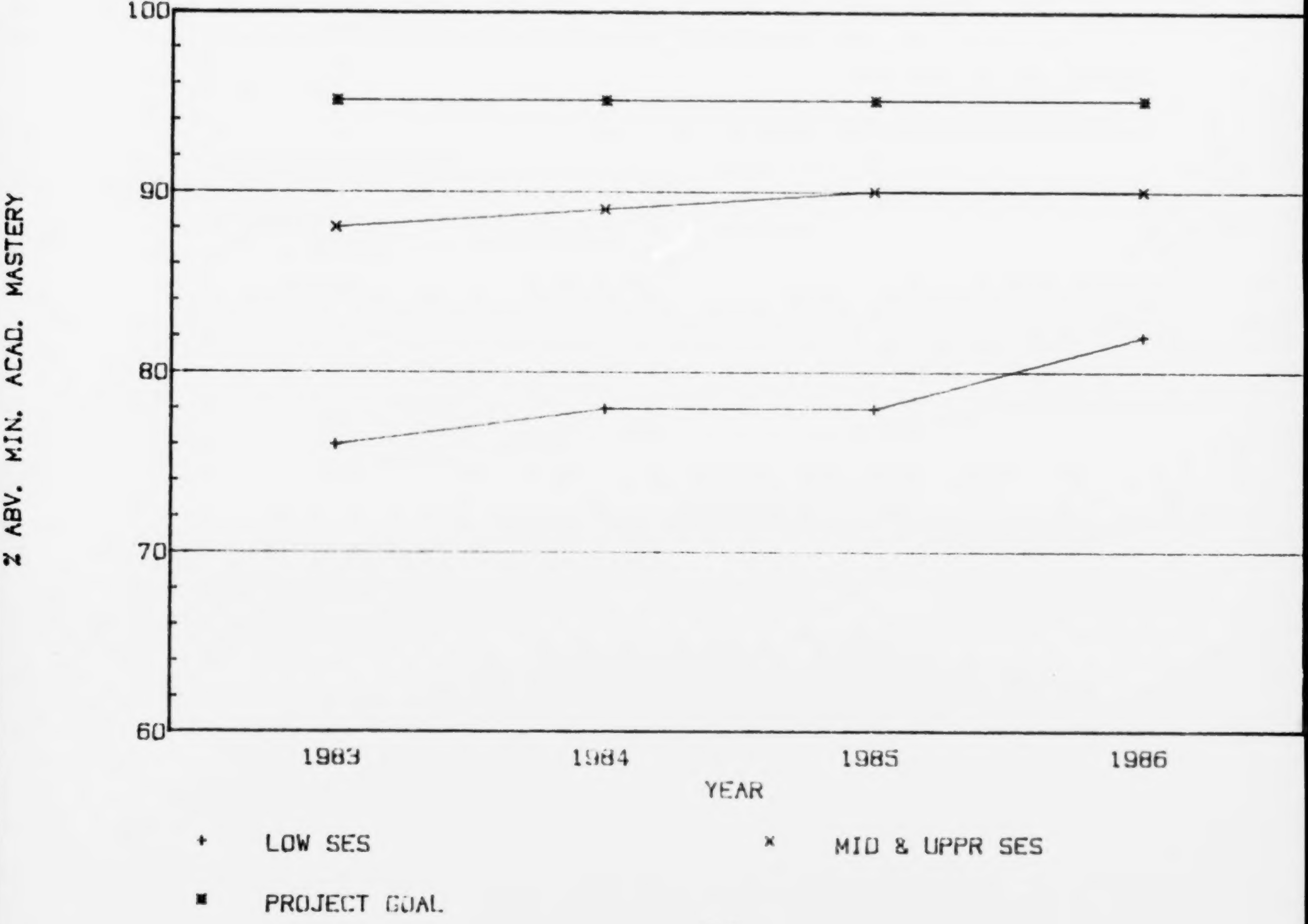
Percentage of Students in Stanines 7-9
Reading Comprehension - Grades 1-6

--May 1983	42.5%
--May 1984	46.0%
--May 1985	47.5%
--May 1985	45.0%

This table shows that the projects Concomitant Goal was partially met. For the first two years of the project there was an increase in the percentage of students scoring in the top three stanines.

This table also shows that almost one-half of the students attain these very high scores compared to the national average of 23%.

TOWN LINE READING



TOWN LINE

Project Goal

Total Math
Grades 1-6 Inclusive

Option II Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery	81%	92%
40%ile		
Below Minimum Mastery	19%	8%

May 1984

	High School	Post High School
Minimum Academic Mastery	83%	94%
40%ile		
Below Minimum Mastery	17%	6%

May 1985

	High School	Post High School
Minimum Academic Mastery	80%	94%
40%ile		
Below Minimum Mastery	20%	6%

May 1986

	High School	Post High School
Minimum Academic Mastery	89%	88%
40%ile		
Below Minimum Mastery	11%	12%

1. Compared with the base year of 1983, there is partial progress towards effectiveness.
   a. There was a decrease in the proportion of students from the middle and upper SES attaining minimal academic mastery. There was an increase in the proportion of students from the lower SES attaining minimal academic mastery.
   b. There is a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1985, progress towards effectiveness did not occur.

   a. There is an increase in the proportion of students from the lower SES attaining minimal academic mastery. The proportion of students from the middle and upper SES attaining minimal academic mastery decreased.

   b. There is a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Summary: Significant improvement has occurred since last year. Effectiveness is within sight!

Concomitant Goal

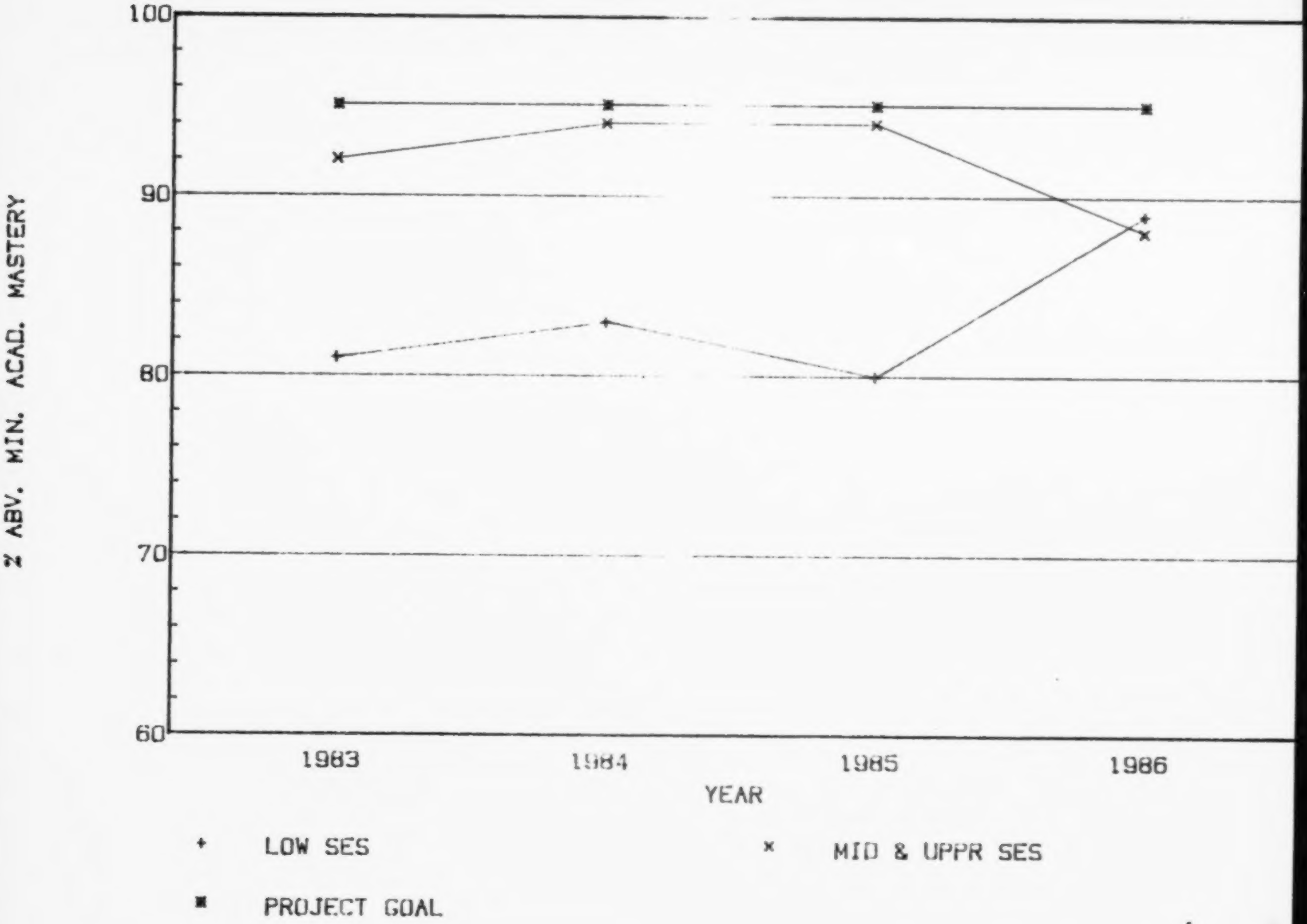
Percentage of Students in Stanines 7-9
Total Math - Grades 1-6

--May 1983	49.1%
--May 1984	52.7%
--May 1985	51.3%
--May 1986	57.0%

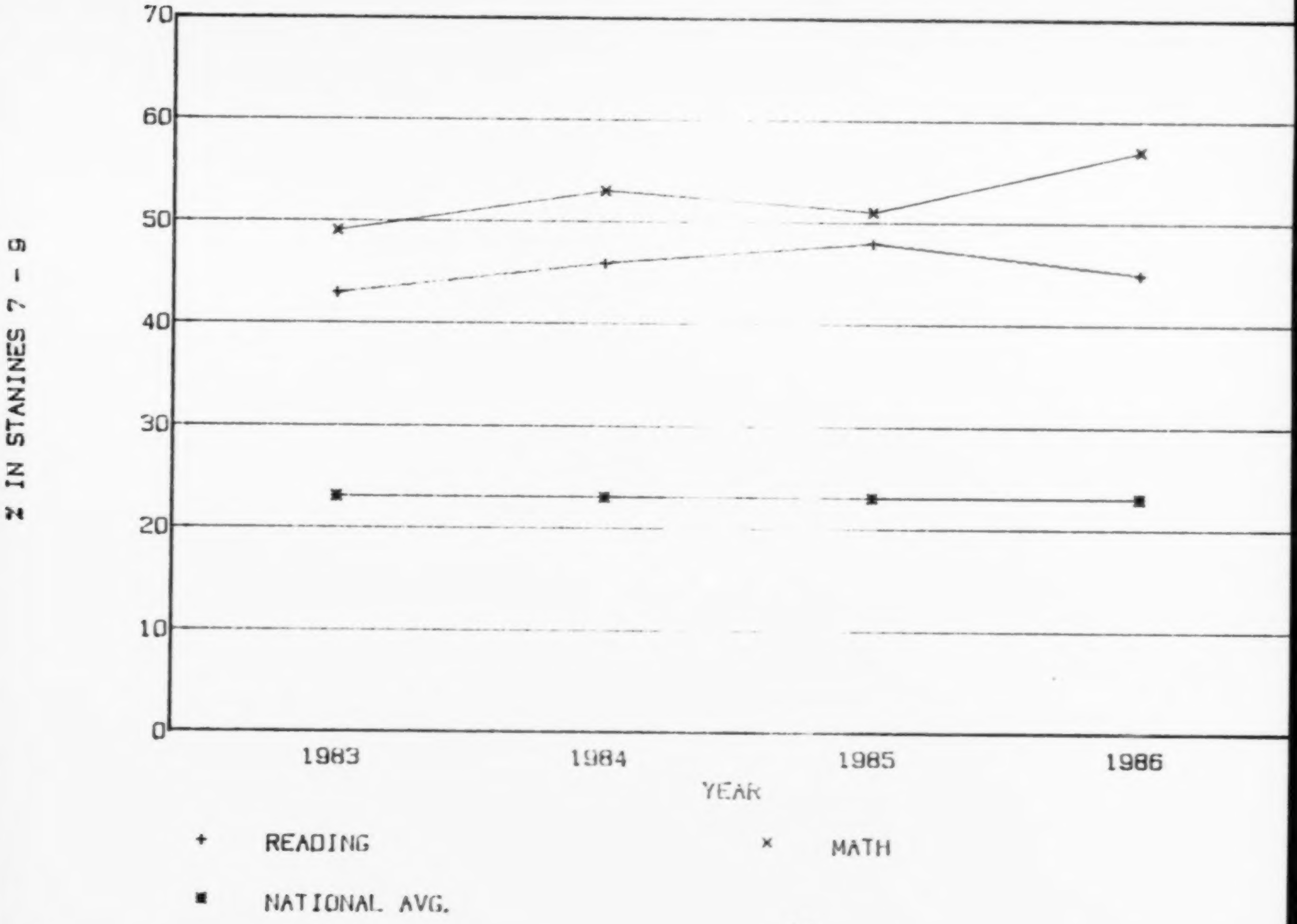
This table shows that the project's Concomitant Goal was met. Except for one year there is an increase in the proportion of students scoring in the top three stanines.

This table also shows that almost three-fifths of the students attain these very high scores compared to a national average of 23%.

TOWN LINE MATH



TOWN LINE CONCOMIT. GOAL



COSGROVE

Project Goal

Reading Comprehension
Grades 7 & 8

Option II Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery	72%	80%
40%ile		
Below Minimum Mastery	28%	20%

May 1984

	High School	Post High School
Minimum Academic Mastery	72%	83%
40%ile		
Below Minimum Mastery	28%	17%

May 1985

	High School	Post High School
Minimum Academic Mastery	71%	82%
40%ile		
Below Minimum Mastery	29%	18%

May 1986

	High School	Post High School
Minimum Academic Mastery	75%	89%
40%ile		
Below Minimum Mastery	25%	11%

Compared with the base year (1983), and with the preceding year (1985), partial progress toward effectiveness has occurred:

a. There is an increase in the proportion of students attaining minimum academic mastery.

b. There is an increase (not a decrease) in the gap between lower SES and middle and upper SES students failing to demonstrate minimum academic mastery.

Concomitant Goal

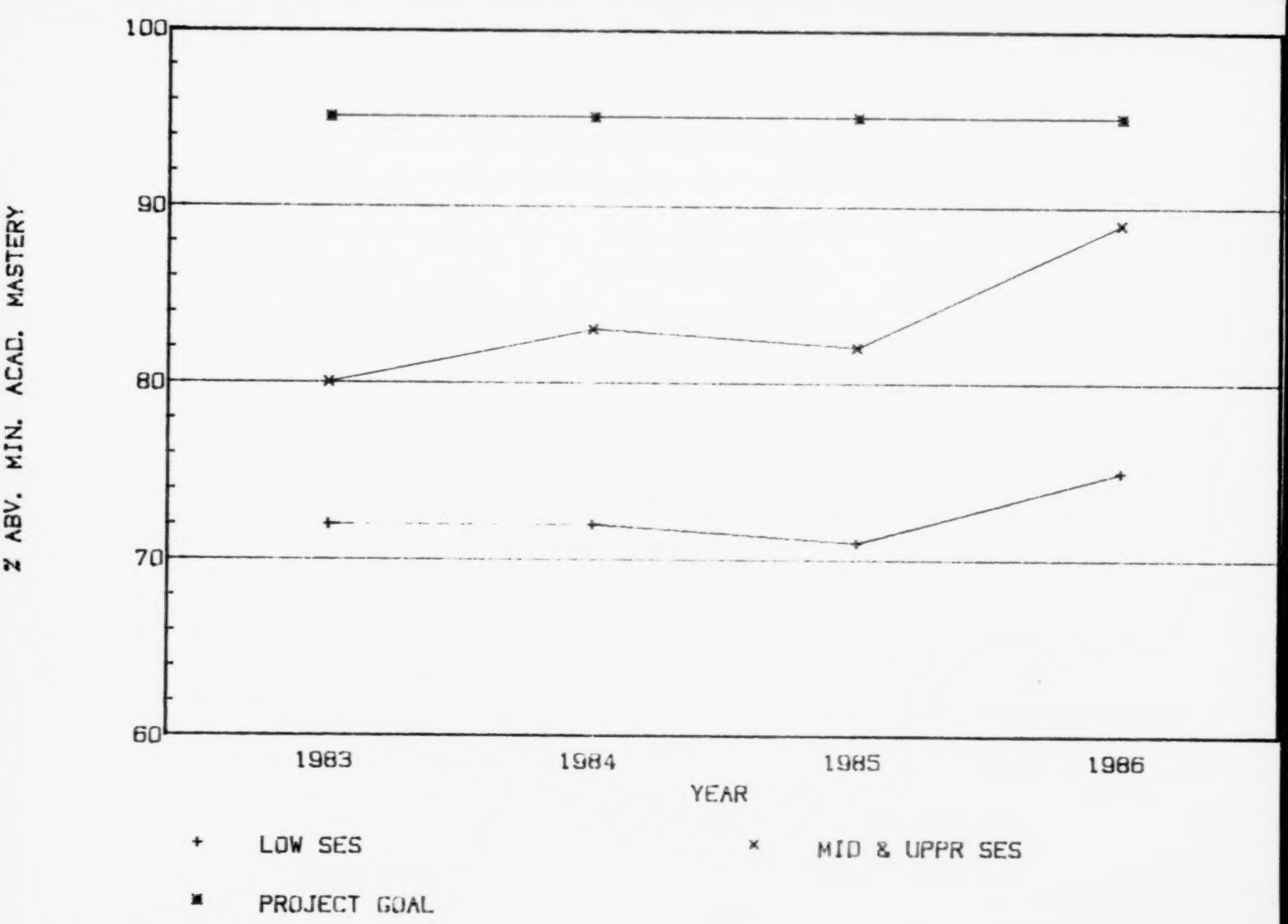
Percentage of Students in Stanines 7-9
Reading Comprehension - Grades 7-8

--May 1983	33.5%
--May 1984	27.2%
--May 1985	32.0%
--May 1986	34.0%

This table shows that the project's Concomitant Goal was met when compared to the base year (1983) and the preceding year (1985).

This table also shows that one-third of the students attain these very high scores compared to the national average of 23%.

COSGROVE READING



COSGROVE

Project Goal

Language
Grades 7 & 8

Option II Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery	78%	88%
40%ile		
Below Minimum Mastery	22%	12%

May 1984

	High School	Post High School
Minimum Academic Mastery	78%	93%
40%ile		
Below Minimum Mastery	22%	7%

May 1985

	High School	Post High School
Minimum Academic Mastery	78%	86%
40%ile		
Below Minimum Mastery	22%	14%

May 1986

	High School	Post High School
Minimum Academic Mastery	90%	93%
40%ile		
Below Minimum Mastery	10%	7%

1. Compared with the base year and the preceding year, progress towards effectiveness occurred.
   a. There is an increase in the proportion of students demonstrating minimum academic mastery.
   b. There is a decrease in the gap between the lower SES and the middle and upper SES students failing to demonstrate minimum academic mastery.

Summary: Effectiveness is within sight!

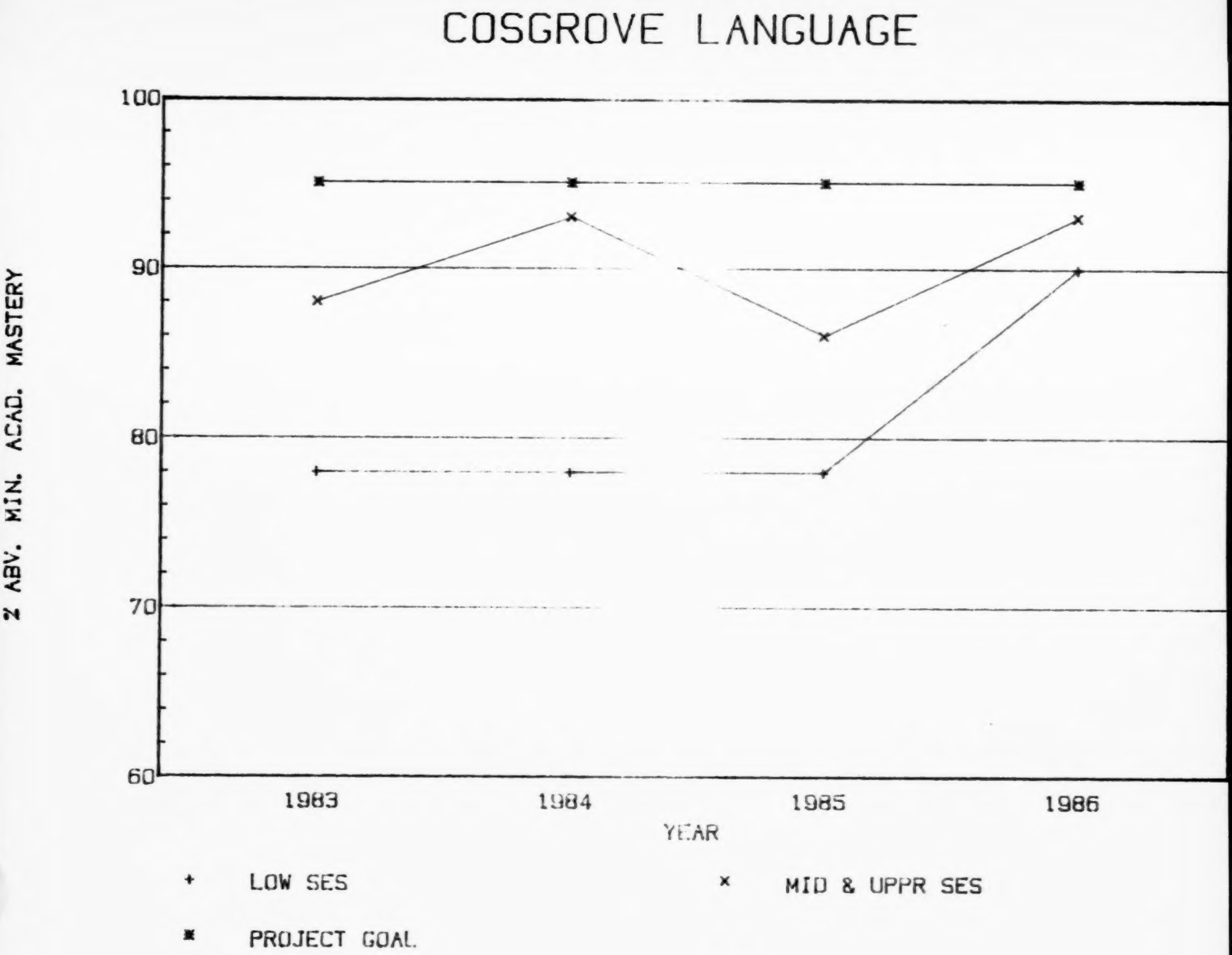
Concomitant Goal

Percentage of Students in Stanines 7-9
Language - Grades 7-8

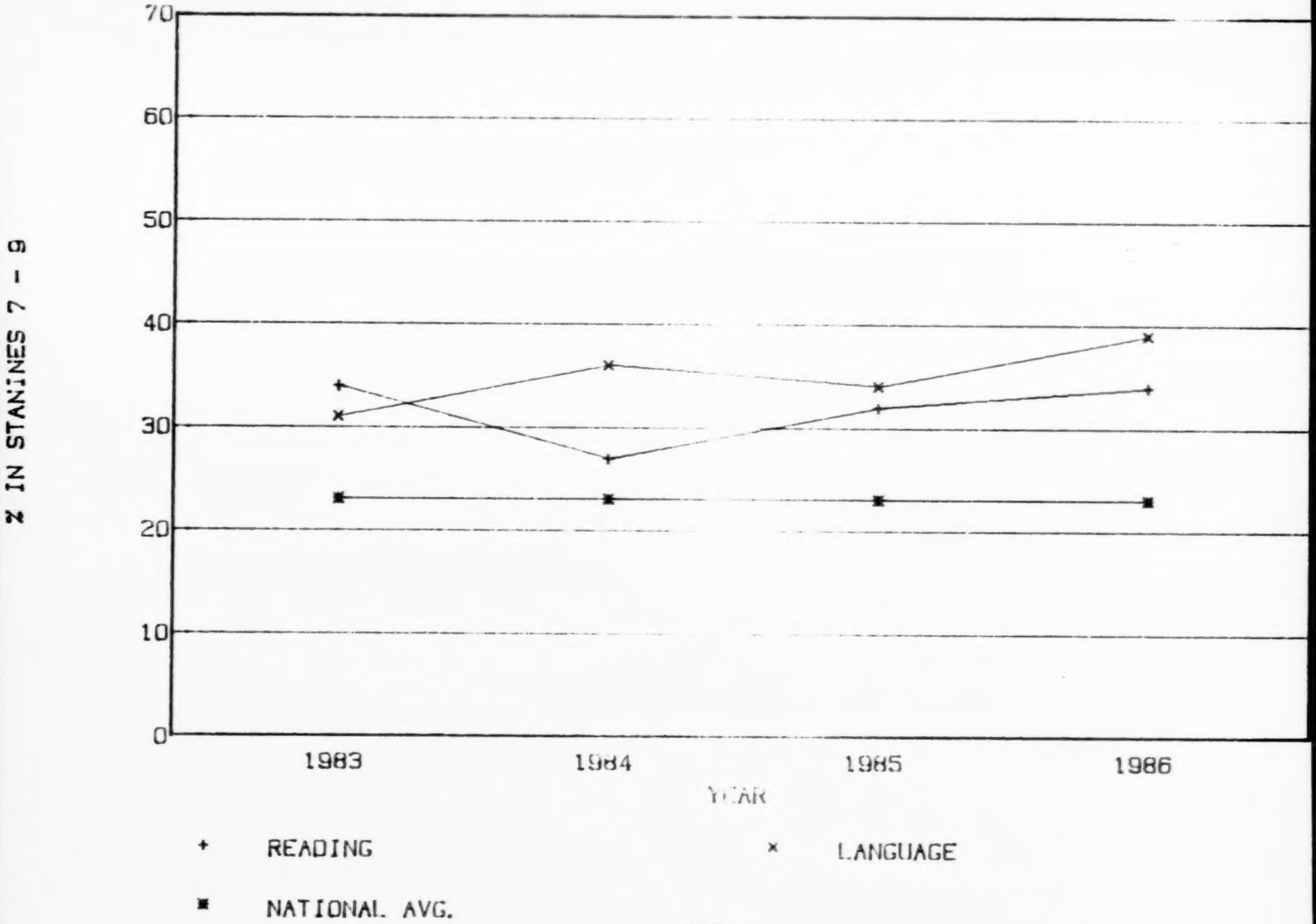
--May 1983	31.2%
--May 1984	35.6%
--May 1985	34.4%
--May 1986	39.0%

This table shows that the project's Concomitant Goal was met. Except for one year there is an increase in the proportion of students scoring in the top three stanines.

This table also shows that almost two-fifths of the students attain these very high scores compared to the national average of 23%.


COSGROVE LANGUAGE
% ABV. MIN. ACAD. MASTERY
100
90
80
70
60
1983
1984
1985
1986
YEAR
+ LOW SES
× MID & UPPR SES
✱ PROJECT GOAL

COSGROVE CONCOMITANT GOAL



COSGROVE

Project Goal

Total Listening
Grades 7 & 8

Option II Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery	75%	83%
40%ile		
Below Minimum Mastery	25%	17%

May 1984

	High School	Post High School
Minimum Academic Mastery	81%	83%
40%ile		
Below Minimum Mastery	19%	17%

May 1985

	High School	Post High School
Minimum Academic Mastery	74%	88%
40%ile		
Below Minimum Mastery	26%	12%

May 1986

	High School	Post High School
Minimum Academic Mastery	78%	86%
40%ile		
Below Minimum Mastery	22%	14%

1. Compared with the base year, partial progress towards effectiveness occurred.
    a. There is an increase in the proportion of students demonstrating minimum academic mastery.
    b. There is no change (not a decrease) in the gap between the lower SES and the middle and upper SES students failing to demonstrate minimum academic mastery.

2. Compared with the preceding year, partial progress towards effectiveness occurred.

   a. There is an increase in the proportion of students from the lower SES (but not the middle and upper SES) demonstrating minimum academic mastery.

   b. There is a decrease in the gap between lower SES and middle and upper SES students demonstrating minimum academic mastery.

Summary: The proportions fluctuate slightly within a narrow range. No improvement trend is evident.

Concomitant Goal

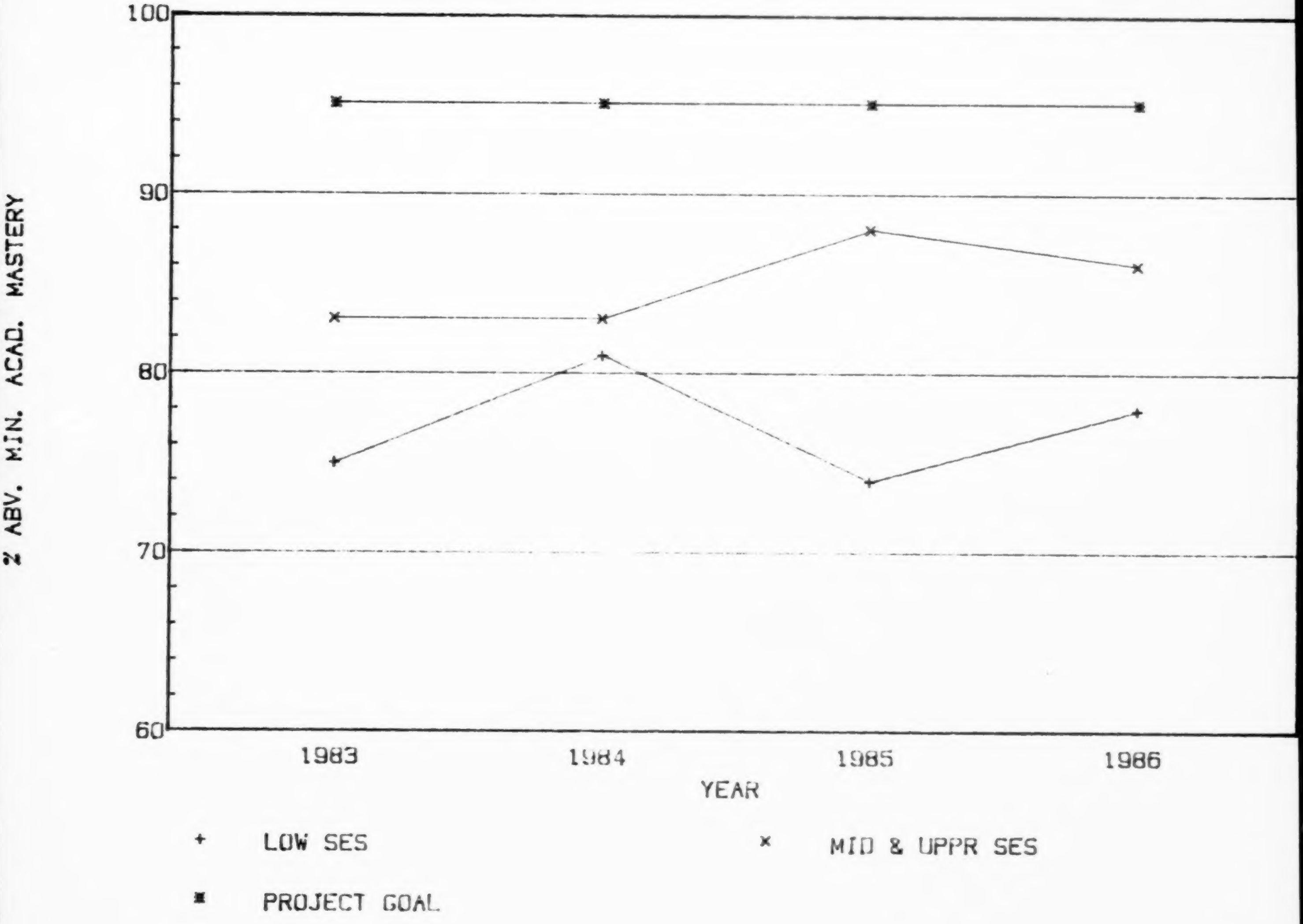
Percentage of Students in Stanines 7-9
Listening - Grades 7-8

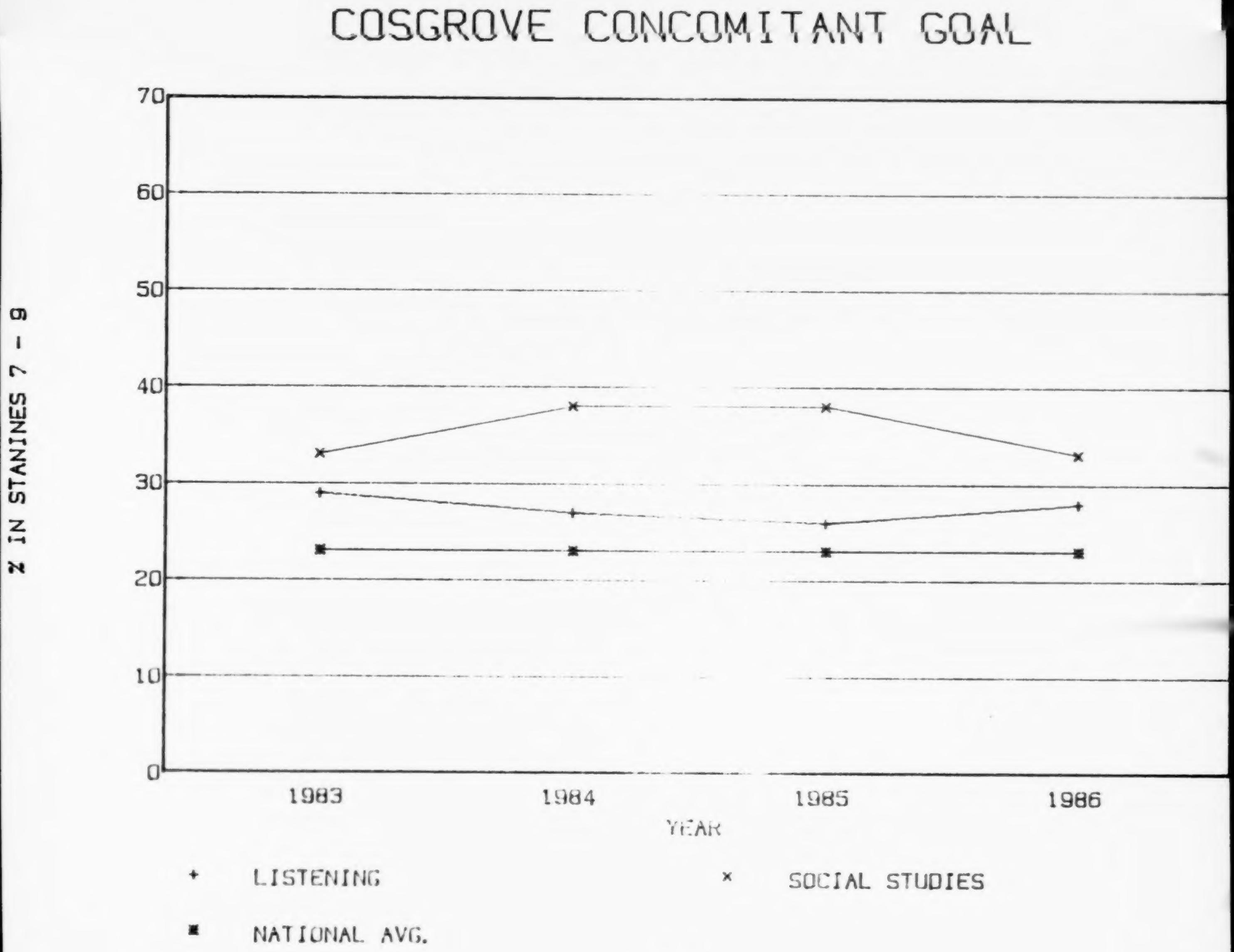
--May 1983	29.3%
--May 1984	27.0%
--May 1985	26.1%
--May 1986	28.0%

This table shows that the project's Concomitant Goal was partially met. Compared to the base year (1983) there is a decrease in the proportion of students scoring in the top three stanines. Compared to the preceding year (1985), there is an increase.

This table also shows that slightly over one-fourth of the students attain these very high scores compared to the national average of 23%.

COSGROVE LISTENING




COSGROVE CONCOMITANT GOAL
% IN STANINES 7 - 9
70
60
50
40
30
20
10
0
1983
1984
1985
1986
YEAR
+ LISTENING
× SOCIAL STUDIES
■ NATIONAL AVG.

COSGROVE

Project Goal

Total Math
Grades 7 & 8

Option II Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery	78%	85%
40%ile		
Below Minimum Mastery	22%	15%

May 1984

	High School	Post High School
Minimum Academic Mastery	81%	88%
40%ile		
Below Minimum Mastery	19%	12%

May 1985

	High School	Post High School
Minimum Academic Mastery	75%	91%
40%ile		
Below Minimum Mastery	25%	9%

May 1986

	High School	Post High School
Minimum Academic Mastery	83%	92%
40%ile		
Below Minimum Mastery	17%	8%

1. Compared with the base year, partial progress towards effectiveness occurred.
    a. There is an increase in the proportion of students demonstrating minimum academic mastery.
    b. There is an increase (not a decrease) in the gap between the lower SES and the middle and upper SES students failing to demonstrate minimum academic mastery.

2. Compared with the preceding year, there is full progress towards effectiveness.

   a. There is an increase in the proportion of students demonstrating minimum academic mastery.

   b. There is a decrease in the gap between the lower SES and the middle and upper SES students failing to demonstrate minimum academic mastery.

Summary: Slight improvement is occurring.

Concomitant Goal

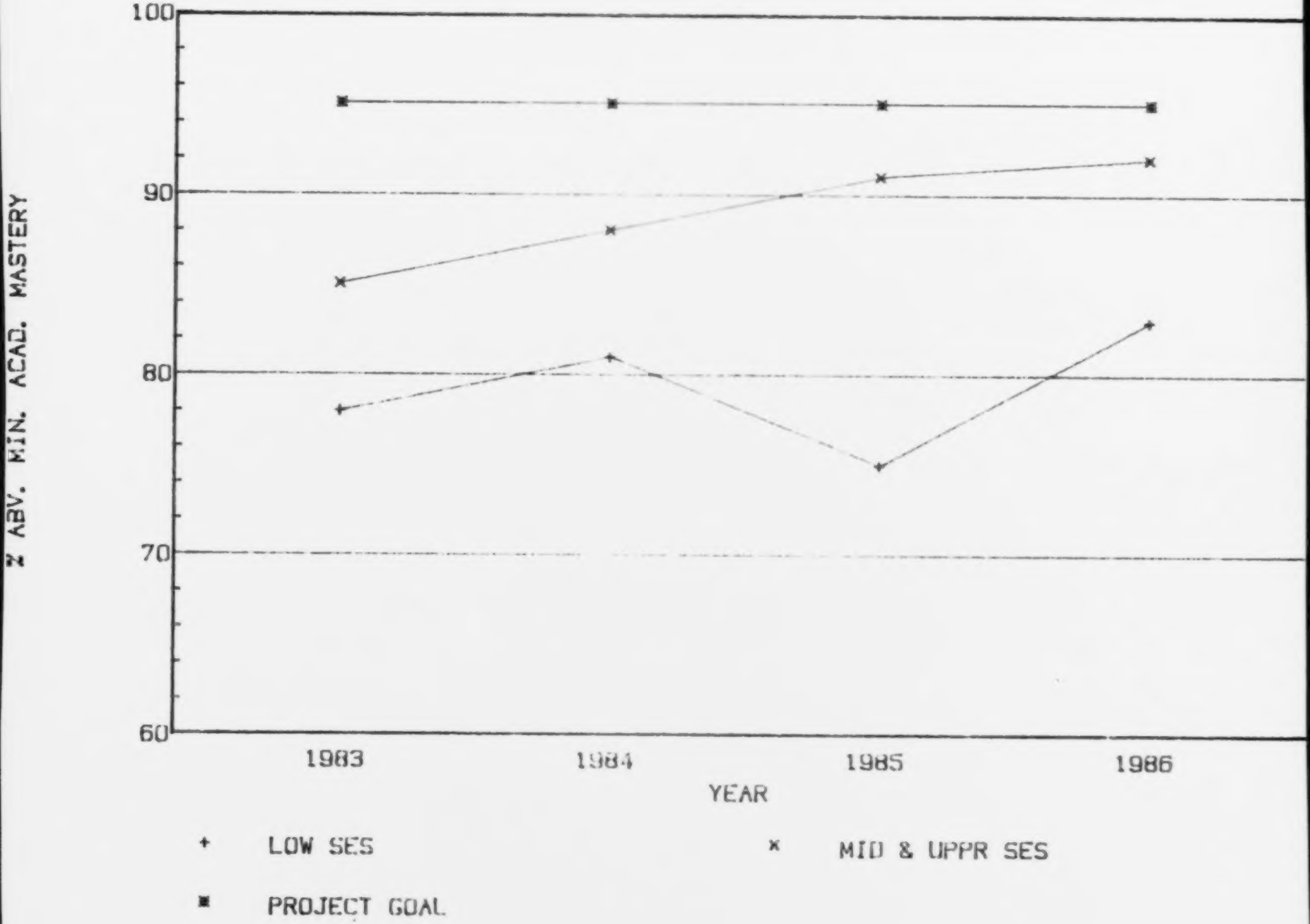
Percentage of Students in Stanines 7-9
Total Math - Grades 7-8

--May 1983	34.3%
--May 1984	45.8%
--May 1985	48.7%
--May 1986	45.0%

This table shows that the project's Concomitant Goal was partially met. Compared to the base year (1983), the proportion of students scoring in the top three stanines increased. Compared to the preceding year (1985), it decreased.

This table shows that two-fifths of the students attain these very high scores compared to the national average of 23%.

COSGROVE MATH



COSGROVE

Project Goal

Science
Grade 8

Option II Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery	86%	92%
40%ile		
Below Minimum Mastery	14%	8%

May 1984

	High School	Post High School
Minimum Academic Mastery	75%	91%
40%ile		
Below Minimum Mastery	25%	9%

May 1985

	High School	Post High School
Minimum Academic Mastery	82%	88%
40%ile		
Below Minimum Mastery	18%	12%

May 1986

	High School	Post High School
Minimum Academic Mastery	72%	85%
40%ile		
Below Minimum Mastery	28%	15%

Compared with the base year and the preceding year, no progress towards effectiveness occurred.

a. There is a decrease (not an increase) in the proportion of students demonstrating minimum academic mastery.

b. There is an increase (not a decrease) in the gap between lower SES and middle and upper SES students failing to demonstrate minimum academic mastery.

Summary: Trend line data reveals a problem in science.

a. The proportion of both lower SES and middle and upper SES students demonstrating minimum academic mastery is continually decreasing.

b. The gap between lower SES and middle and upper SES students failing to demonstrate minimum academic mastery is:

1983 - 6%
1984 - 16%
1985 - 6%
1986 - 13%

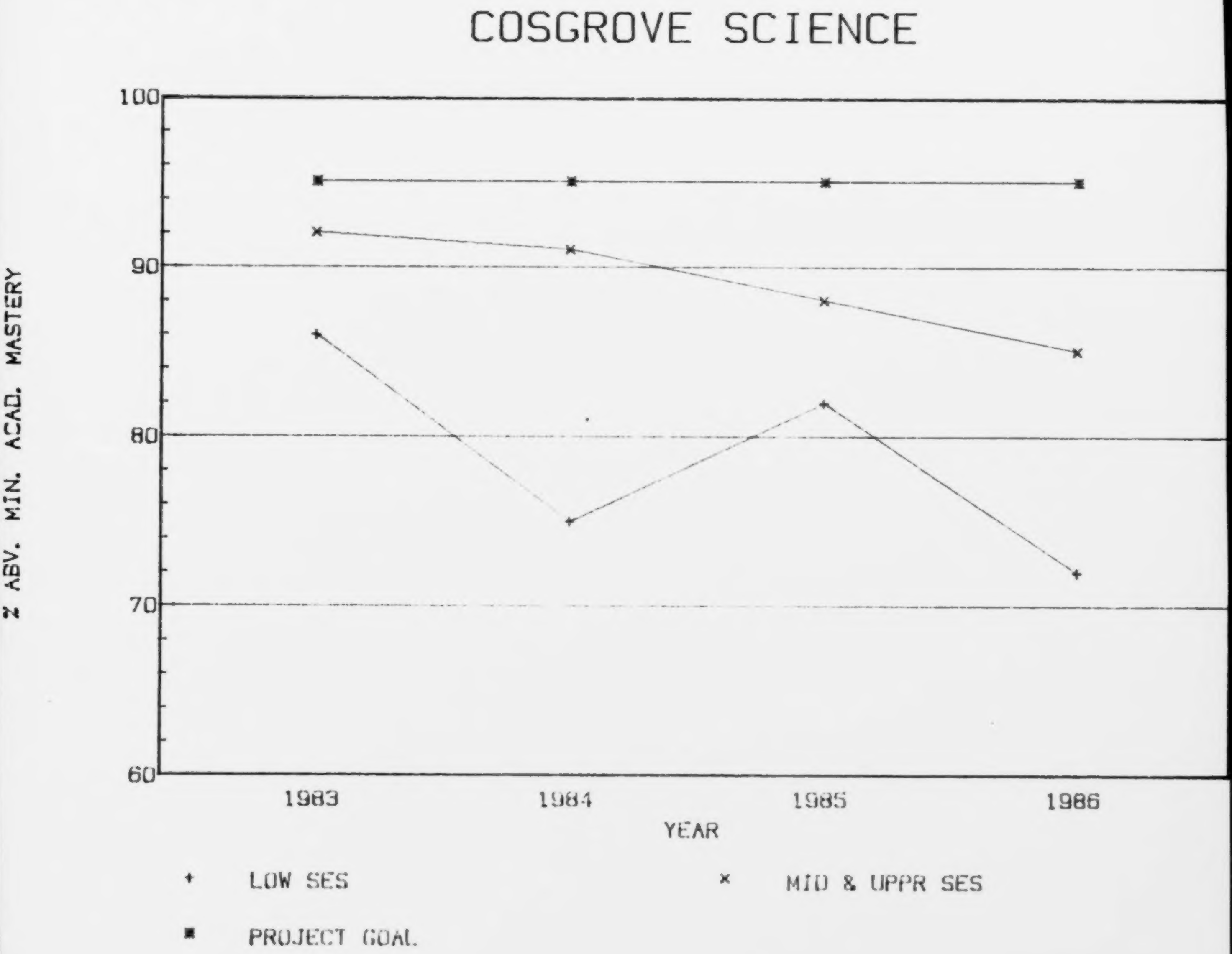
Concomitant Goal

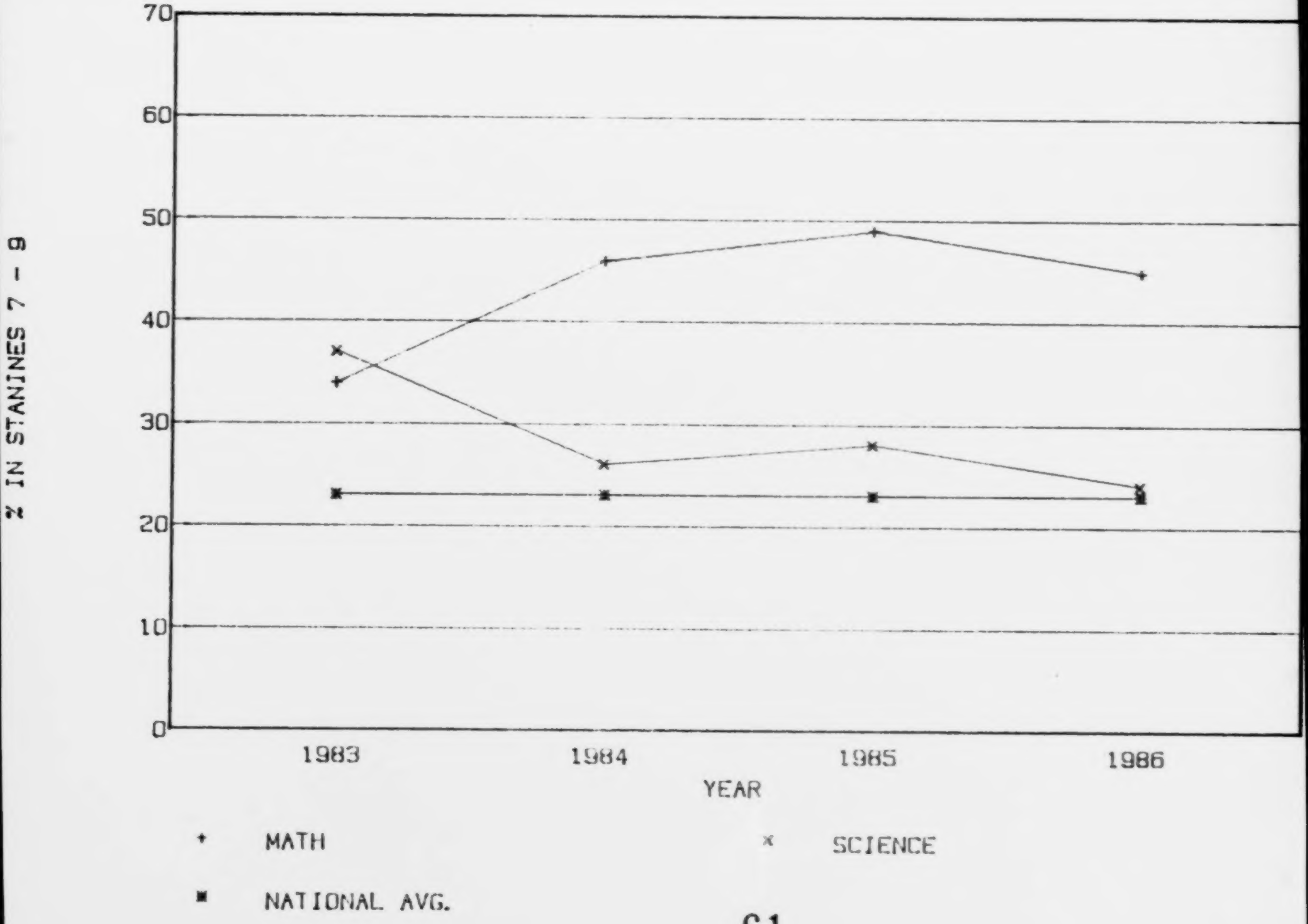
Percentage of Students in Stanines 7-9
Science - Grade 8

--May 1983	36.7%
--May 1984	26.4%
--May 1985	27.6%
--May 1986	24.0%

This table shows that the project's Concomitant Goal is not being met. There is a steady decrease in the proportion of students scoring in the top three stanines.

This table also shows that slightly over two-fifths of the students attain these very high scores compared to the national average of 23%.


COSGROVE SCIENCE
% ABV. MIN. ACAD. MASTERY
100
90
80
70
60
1983
1984
1985
1986
YEAR
+ LOW SES
× MID & UPPR SES
■ PROJECT GOAL



COSGROVE CONCOMITANT GOAL

COSGROVE

Project Goal

Social Studies
Grade 8

Option II Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery	77%	86%
40%ile		
Below Minimum Mastery	23%	14%

May 1984

	High School	Post High School
Minimum Academic Mastery	76%	92%
40%ile		
Below Minimum Mastery	24%	8%

May 1985

	High School	Post High School
Minimum Academic Mastery	84%	86%
40%ile		
Below Minimum Mastery	16%	14%

May 1986

	High School	Post High School
Minimum Academic Mastery	77%	90%
40%ile		
Below Minimum Mastery	23%	10%

Compared with the base year and the preceding year, no progress towards effectiveness occurred.

a. The proportion of students from the lower SES demonstrating minimum academic mastery is the same as the base year and decreased (not increased) from the preceding year. The proportion of students from the middle and upper SES demonstrating minimum academic mastery increased.

b. There is an increase (not a decrease) in the gap between lower SES and middle and upper SES students failing to demonstrate minimum academic mastery.

Summary: The various proportions are fluctuating. No improvement trend is evident.

Concomitant Goal

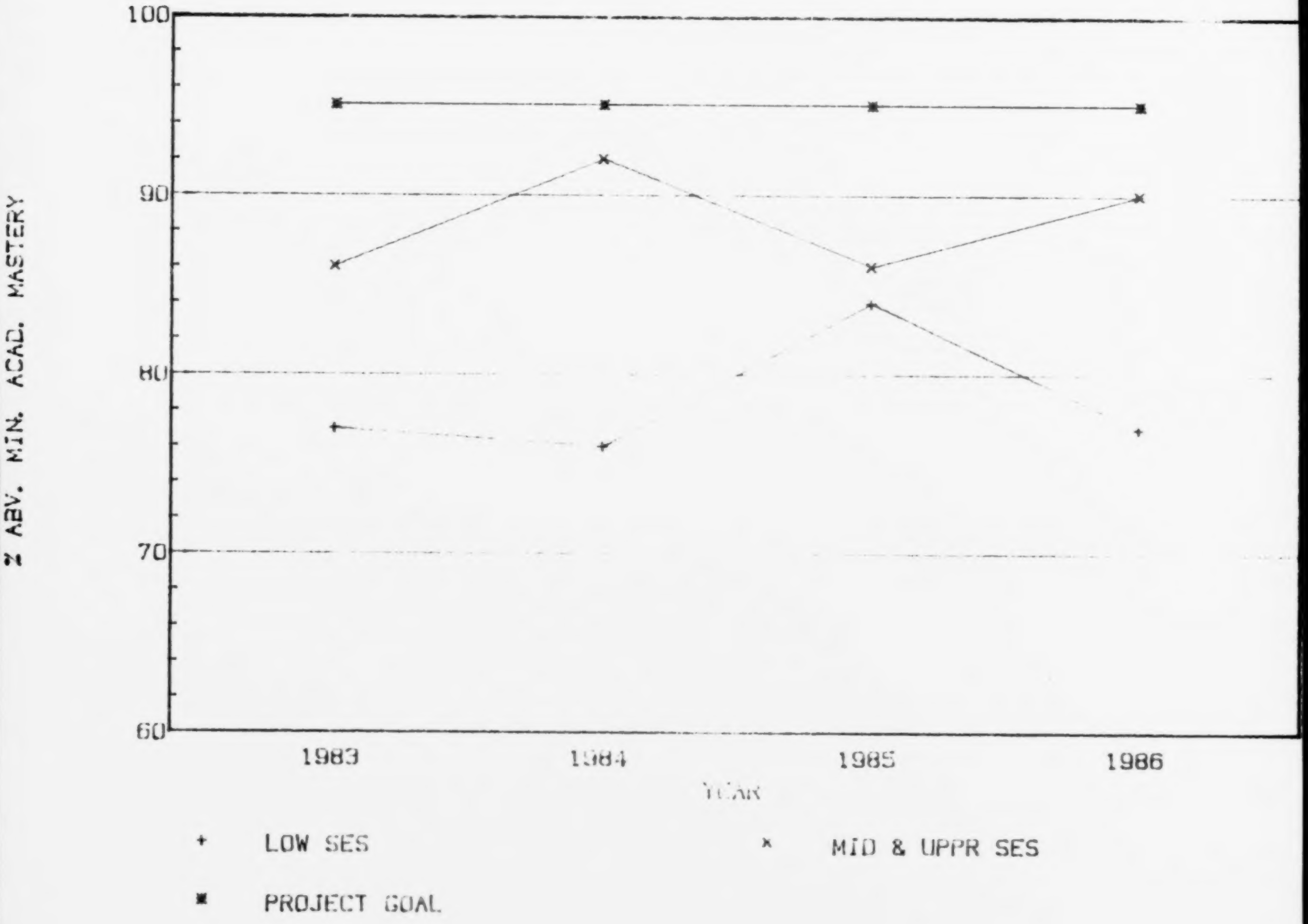
Percentage of Students in Stanines 7-9
Social Studies - Grade 8

--May 1983	32.5%
--May 1984	37.7%
--May 1985	37.5%
--May 1986	33.0%

This table shows that the project's Concomitant Goal is partially met. Compared to the base year (1983), there is a very slight increase in the proportion of students scoring in the top three stanines. Compared to the preceding year (1985), there is a decrease.

This table also shows that one-third of the students attain these very high scores compared to the national average of 23%.

COSGROVE SOCIAL STUDIES



COSGROVE

Project Goal

Preliminary Regents Competency Test in Writing
Grade 8

Option II Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery	88%	95%
65%		
Below Minimum Mastery	12%	5%

May 1984

	High School	Post High School
Minimum Academic Mastery	88%	96%
65%		
Below Minimum Mastery	12%	4%

May 1985

	High School	Post High School
Minimum Academic Mastery	88%	91%
65%		
Below Minimum Mastery	12%	9%

May 1986

	High School	Post High School
Minimum Academic Mastery	97%	100%
65%		
Below Minimum Mastery	3%	

Compared with the base year and the preceding year, progress towards effectiveness occurred.

a. There is an increase in the proportion of students demonstrating minimum academic mastery.

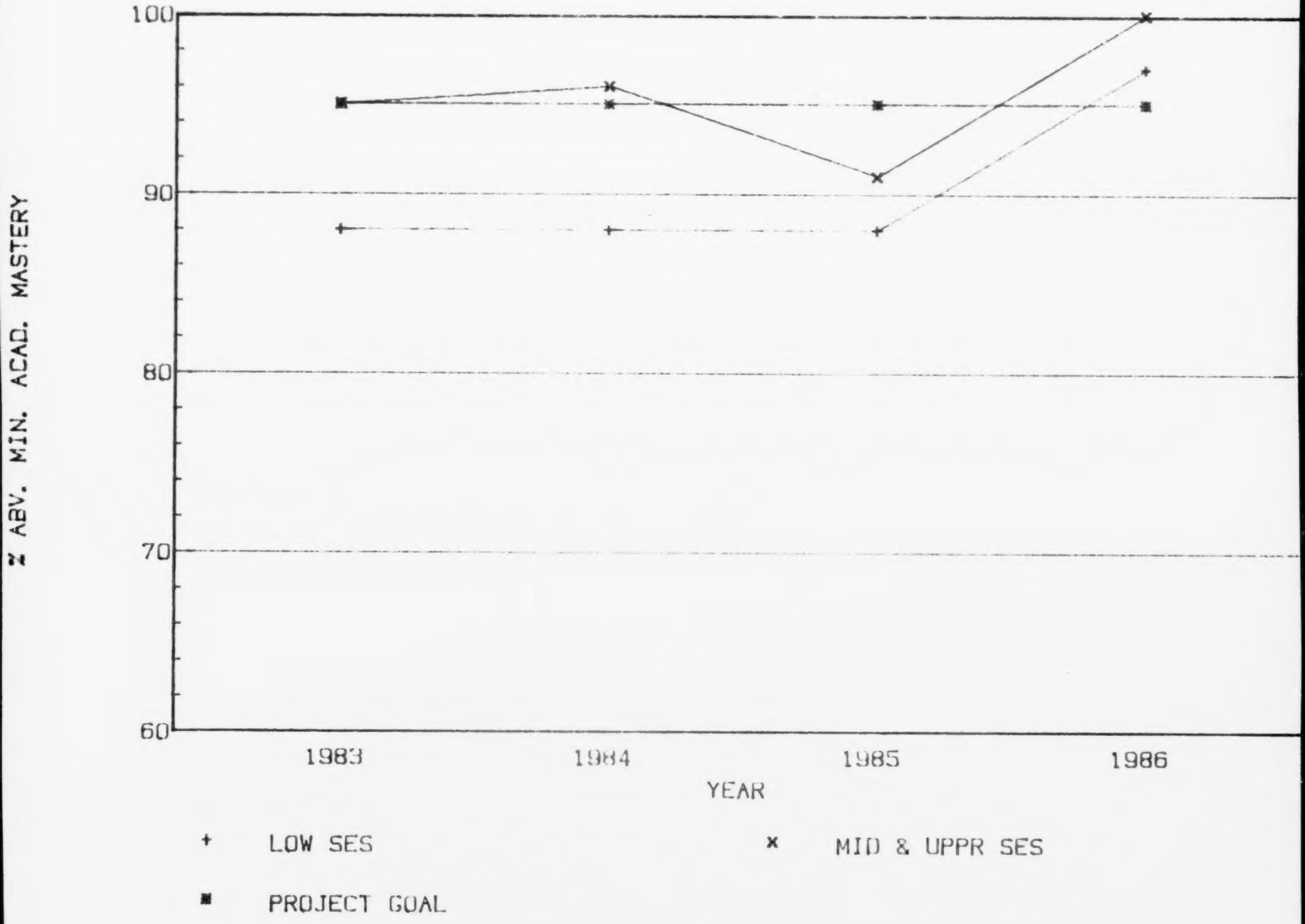
b. There is a decrease in the gap between the lower SES and the middle and upper SES students failing to demonstrate minimum academic mastery.

Summary: 1986 data shows effectiveness! Congratulations! Keep it up!

Concomitant Goal

The Preliminary Regents Competency Test is designed to identify students who probably will need remediation in order to successfully pass the eleventh grade Regents Competency Test in Writing. Hence, because of the nature of this test, it is inappropriate to develop data pertaining to the number and type of students who attain high scores.

COSGROVE WRITING RCT



COSGROVE

Project Goal

Math 9(Regents) and Math 10(Regents)
Grades 8 & 9 Inclusive

No Option II Students Included

	June 1985		June 1986	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery	94%	93%	92%	97%
65%				
Below Minimum Mastery	6%	7%	8%	3%

Compared with the preceding year (the first year ninth grade was in the Cosgrove School) no progress towards effectiveness occurred.

a. There is a decrease (not an increase) in the proportion of lower SES students demonstrating minimum academic mastery. There is an increase in the proportion of middle and upper SES students demonstrating minimum academic mastery.

b. There is an increase (not a decrease) in the gap between the lower SES and the middle and upper SES students failing to demonstrate minimum academic mastery.

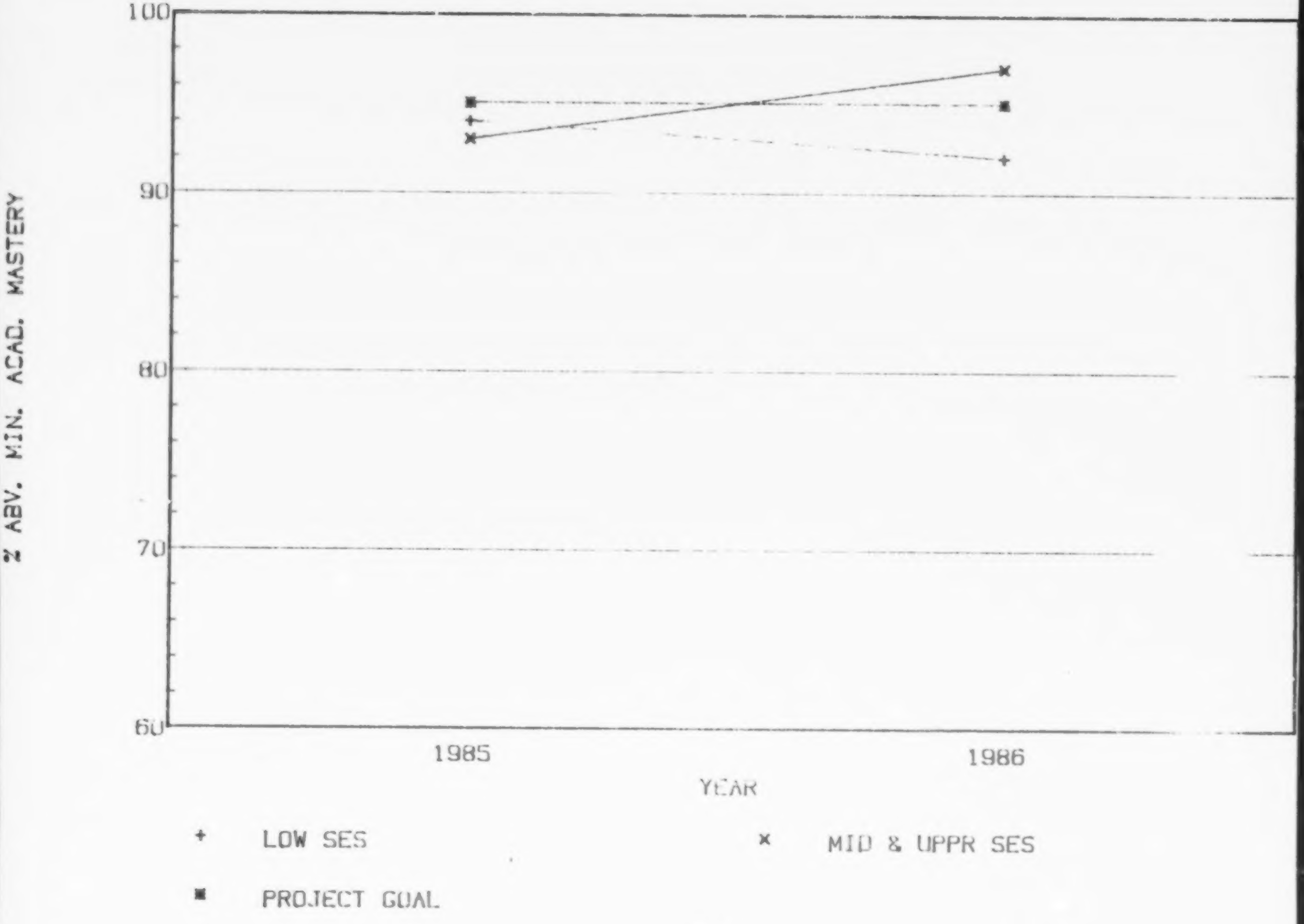
Summary: The data shows that we almost are at effectiveness!

Concomitant Goal

Percent of Students Scoring 90-100%
Math 9 and Math 10 Regents Exams

--June 1985	42%
--June 1986	56%

COSGROVE MATH REGENTS



COSGROVE

Project Goal

Mathematics Regents Competency Test
Grade 9

Option II Students Included

	June 1985		**June 1986**	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery	85%	94%	92%	95%
65%				
Below Minimum Mastery	15%	6%	8%	5%

Compared with the preceding year (the first year the ninth grade was in the Cosgrove School), progress towards effectiveness occurred.

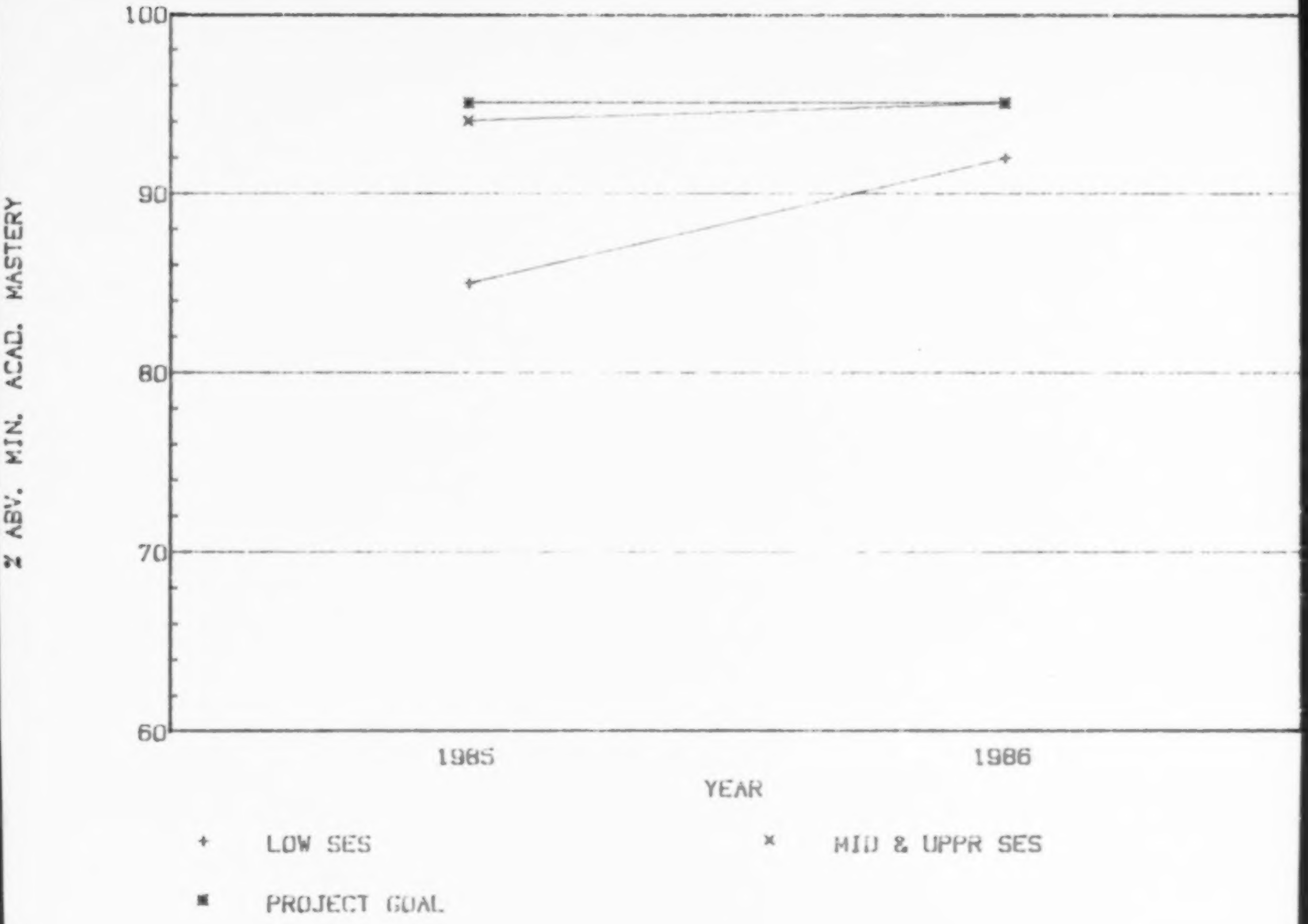
a. There is an increase in the proportion of students demonstrating minimum academic mastery.

b. There is a decrease in the gap between the lower SES and the middle and upper SES students failing to demonstrate minimum academic mastery.

Summary: The data shows that we almost are at effectiveness!

Concomitant Goal

Regents Competency Tests are designed to ascertain whether a student has achieved a required level of proficiency. Hence, because of the nature of these tests, it is inappropriate to develop data pertaining to the number and type of students who attain high scores.



COSGROVE MATH RCT

COSGROVE

Project Goal

Earth Science Regents
Grade 9

No Option II Students Included

	June 1985		**June 1986**	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery	93%	95%	93%	92%
65%				
Below Minimum Mastery	7%	5%	7%	8%

Compared with the preceding year, partial progress towards effectiveness occurred.

a. The proportion of students from the lower SES demonstrating minimum academic mastery remained the same. The proportion from the middle and upper SES demonstrating minimum academic mastery decreased.

b. There is a decrease in the gap between the lower SES and the middle and upper SES students failing to demonstrate minimum academic mastery.

Summary: The data shows that we almost are at effectiveness!

Concomitant Goal

Percent scoring 90-100%
Earth Science Regents - Grade 9

--June 1985	21.8%
--June 1986	15.6%

This table shows that the first aspect of the project's Concomitant Goal was not met. The proportion of the students attaining these high scores decreased.

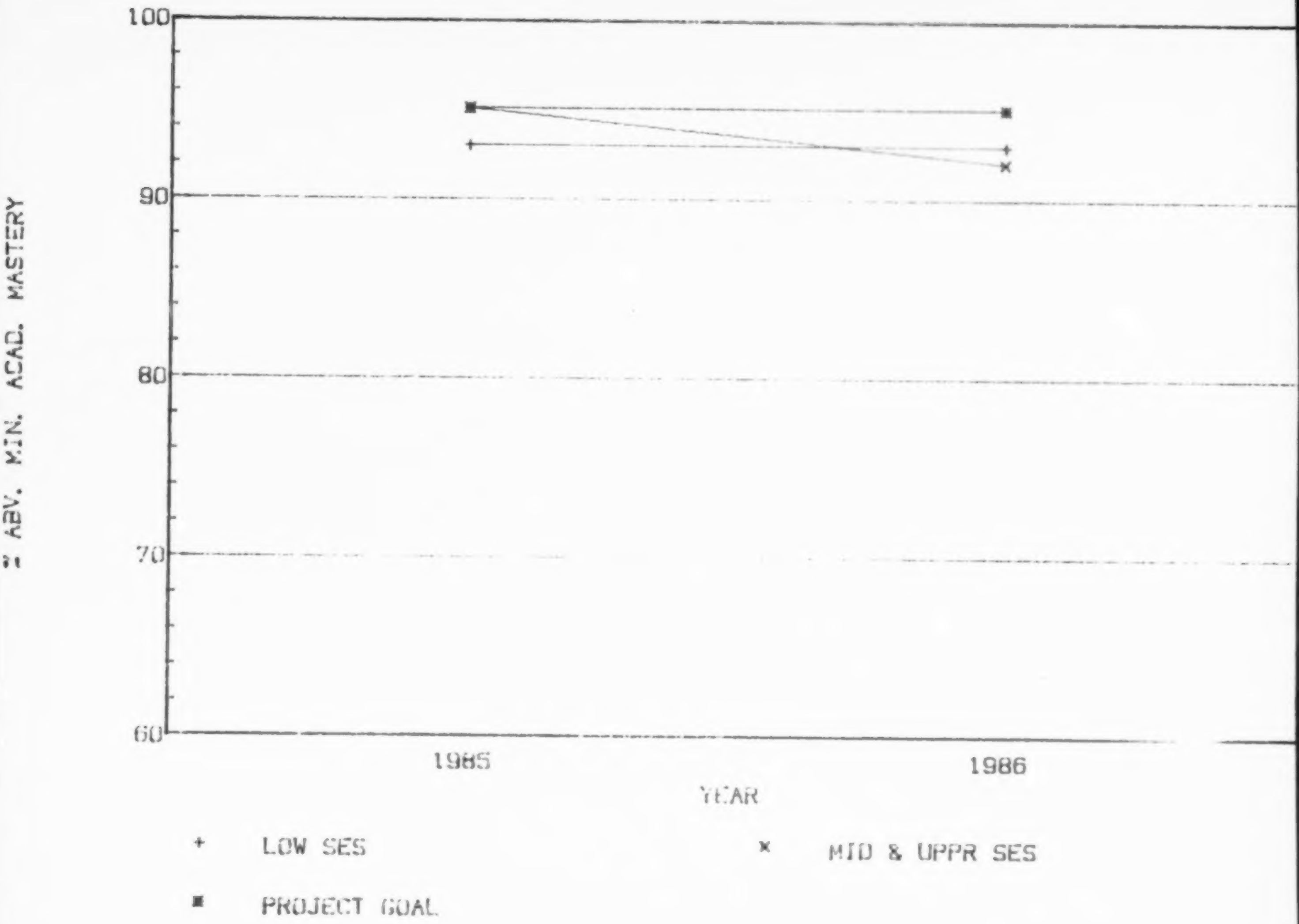
Percentage of Students Taking and Passing Earth Science Regents Exams

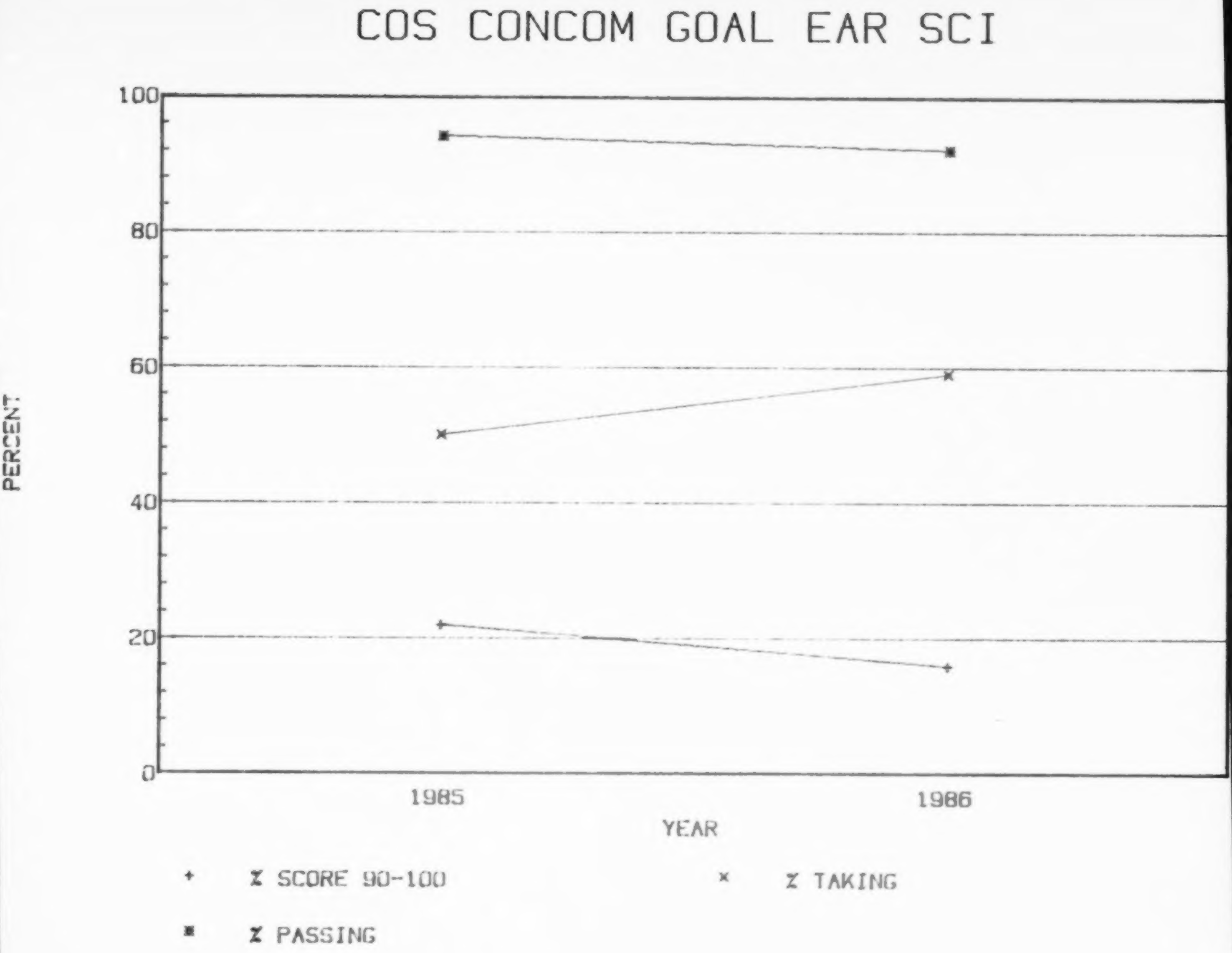
	Percent Taking	Percent Passing
June 1985	50%	94%
June 1986	59%	92%

This table shows that the second aspect of the project's Concomitant Goal was partially met. The proportion of the student body taking the exam increased, but the percent passing decreased.

It is commendable that three-fifths of the student body take this exam and that over ninety percent pass it!

COSGROVE EARTH SCI RGNTS




COS CONCOM GOAL EAR SCI
100
80
60
40
20
0
PERCENT
1985
1986
YEAR
+ % SCORE 90-100
× % TAKING
■ % PASSING

WILSON

Project Goal

Comprehensive Social Studies Regents
June 1983, 1984 Grade 11 Students Only
June 1985, 1986 Grades 11 & 12

No Option II Students Included

June 1983

	High School	Post High School
Minimum Academic Mastery	94%	93%
65%		
Below Minimum Mastery	6%	7%

June 1984

	High School	Post High School
Minimum Academic Mastery	93%	95%
65%		
Below Minimum Mastery	7%	5%

June 1985

	High School	Post High School
Minimum Academic Mastery	91%	95%
65%		
Below Minimum Mastery	9%	5%

June 1986

	High School	Post High School
Minimum Academic Mastery	84%	94%
65%		
Below Minimum Mastery	16%	6%

Compared to the base year and the preceding year, progress towards effectiveness did not occur.

a. The proportion of students scoring above minimum academic mastery decreased (not increased), except for the middle and upper SES between the base year and the current year.

b. The gap between lower SES and middle and upper SES students failing to demonstrate minimum academic mastery increased (instead of decreasing).

Concomitant Goal

Percent of Students Scoring 90-100%
Social Studies Regents Exam

--June 1983	9%
--June 1984	14%
--June 1985	15%
--June 1986	11%

This table shows that the first aspect of the project's Concomitant Goal was met for the first two years of the project but not the third year. For the first two years there was an increase in the proportion of students attaining scores indicating high academic achievement, but this proportion decreased this year.

This table also shows that one-tenth of the students attain these high scores.

Percentage of Students Taking and Passing
Social Studies Regents Exam

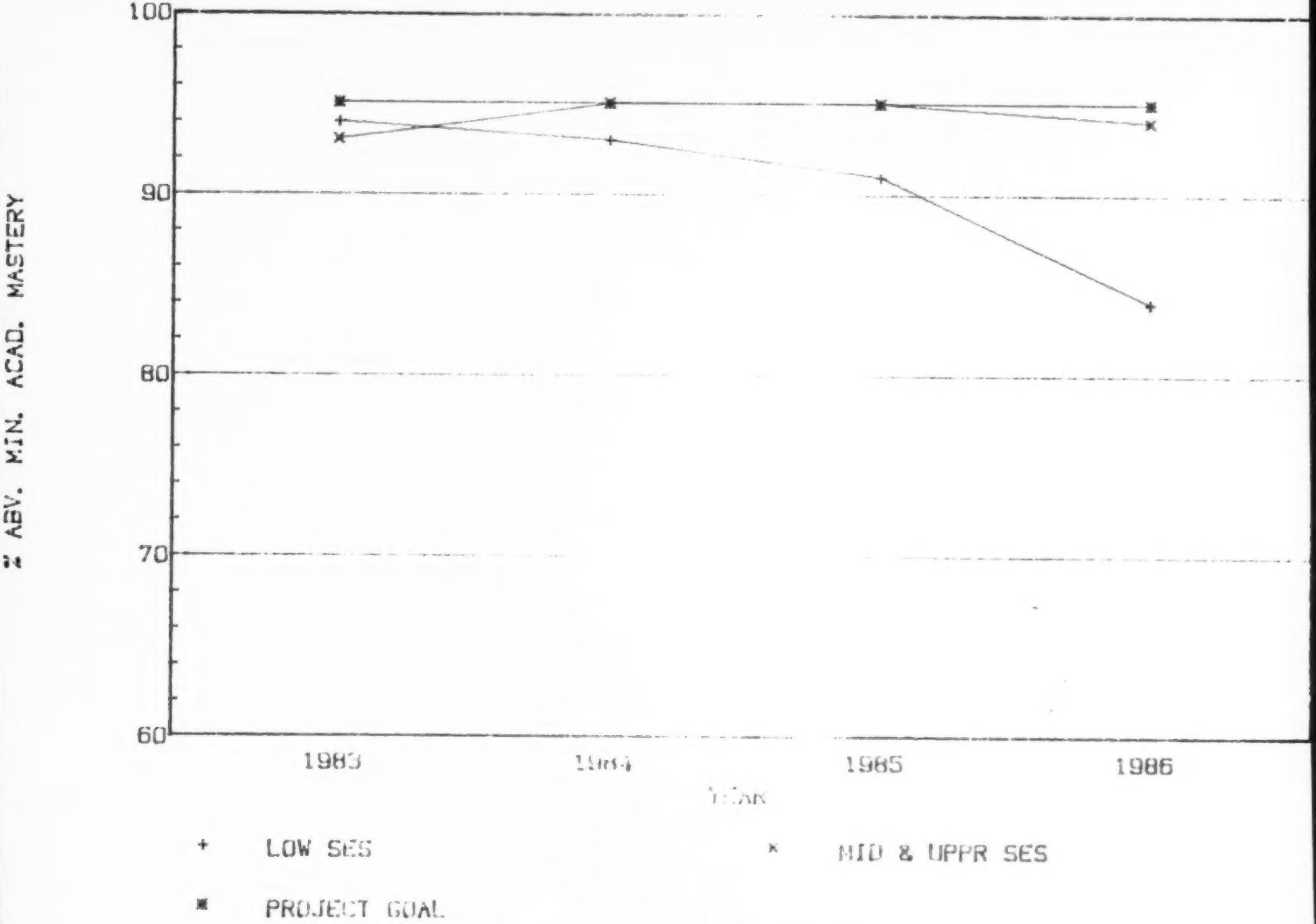
	Percent Taking	Percent Passing
June 1983	61%	89%
June 1984	60%	92%
June 1985	74%	95%
June 1986	78%	86%

This table shows that the second aspect of the project's Concomitant Goal was partially met.

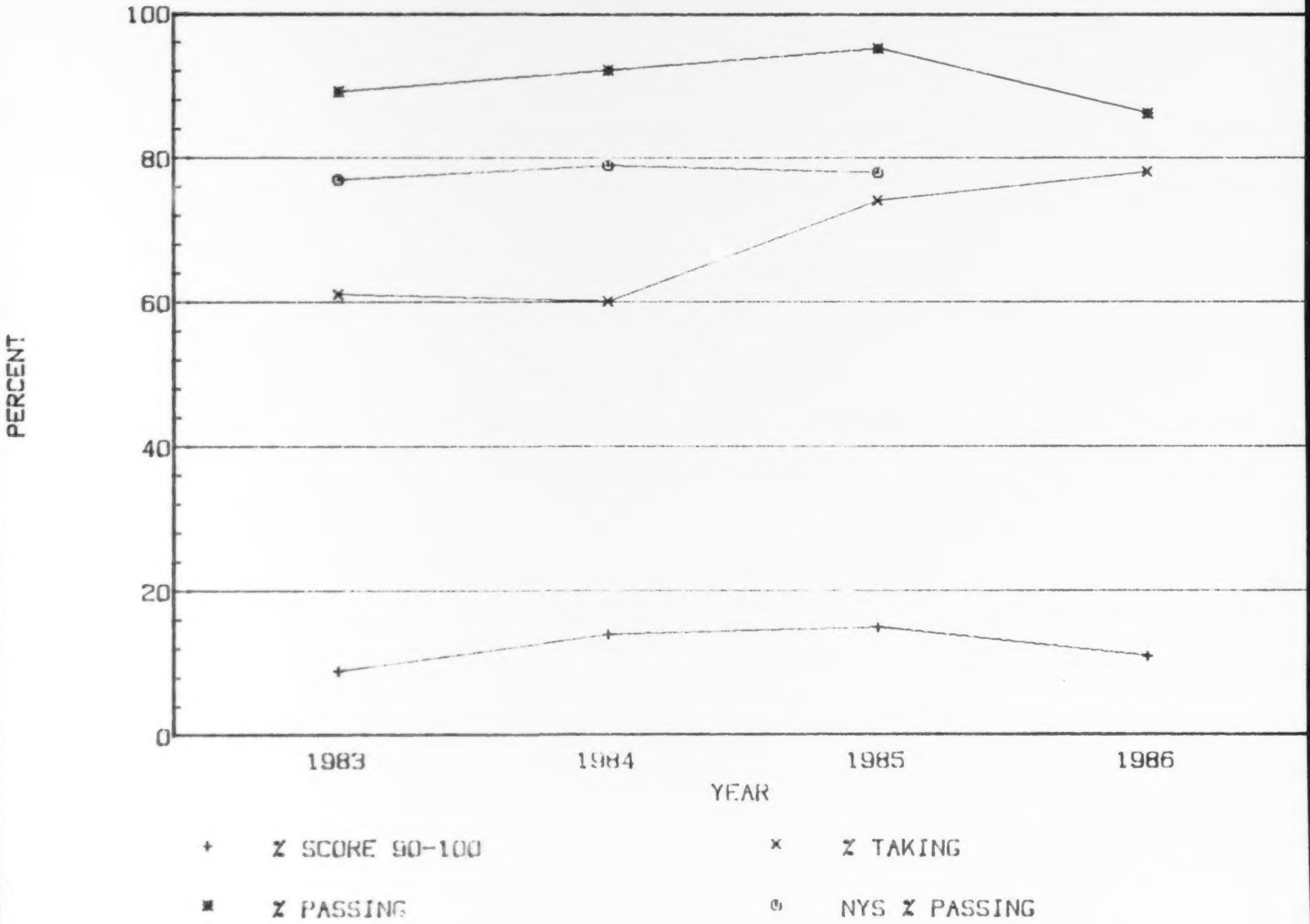
a. There is a significant increase in the percent taking the examination. This June it was four-fifths of the student body.

b. There was a decrease in the percent passing the exam. This decrease to 86% passing is favorably comparable to the statewide passing average of 78% for the past three years! The social studies staff is to be congratulated!

WILSON SOC. STUD. REGENTS



WIL. COMCOM. GOAL SOC STD



WILSON

Project Goal

Comprehensive English Regents
June 1983,1984 Grade 11 Students Only
June 1985,1986 Grades 11 & 12

No Option II Students Included

June 1983

	High School	Post High School
Minimum Academic Mastery	92%	98%
65%		
Below Minimum Mastery	8%	2%

June 1984

	High School	Post High School
Minimum Academic Mastery	97%	98%
65%		
Below Minimum Mastery	3%	2%

June 1985

	High School	Post High School
Minimum Academic Mastery	96%	96%
65%		
Below Minimum Mastery	4%	4%

June 1986

	High School	Post High School
Minimum Academic Mastery	81%	90%
65%		
Below Minimum Mastery	19%	10%

Compared to both the base and preceding year, progress towards effectiveness did not occur.

a. The proportion of students scoring above minimum academic mastery decreased.

b. The gap between the lower SES and the middle and upper SES students increased.

Concomitant Goal

Percentage of Students Scoring 90-100%
English Regents Exam

--June 1983	7%
--June 1984	7%
--June 1985	8%
--June 1986	7%

This table shows that the first aspect of the project's Concomitant Goal was not met. The proportion of students attaining high scores remains virtually unchanged.

Percentage of Students Taking and Passing
English Regents Exam

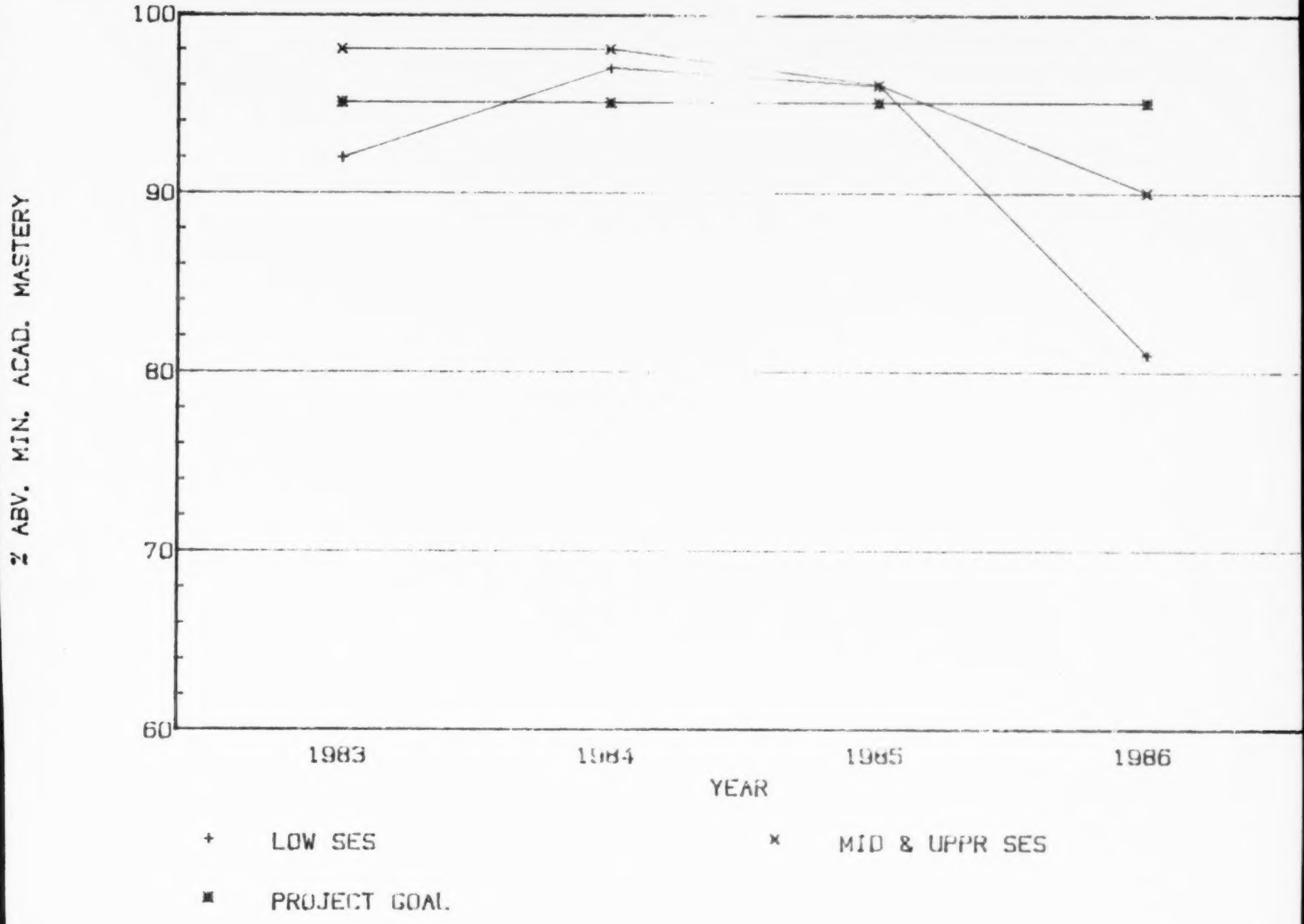
	Percent Taking	Percent Passing
June 1983	53%(a)	95%
June 1984	59%(a)	96%
June 1985	60%(a)	97%
June 1986 Class of 1987	53%(a)	94%
Jan. 1986 Class of 1986*	96%(b)	85%

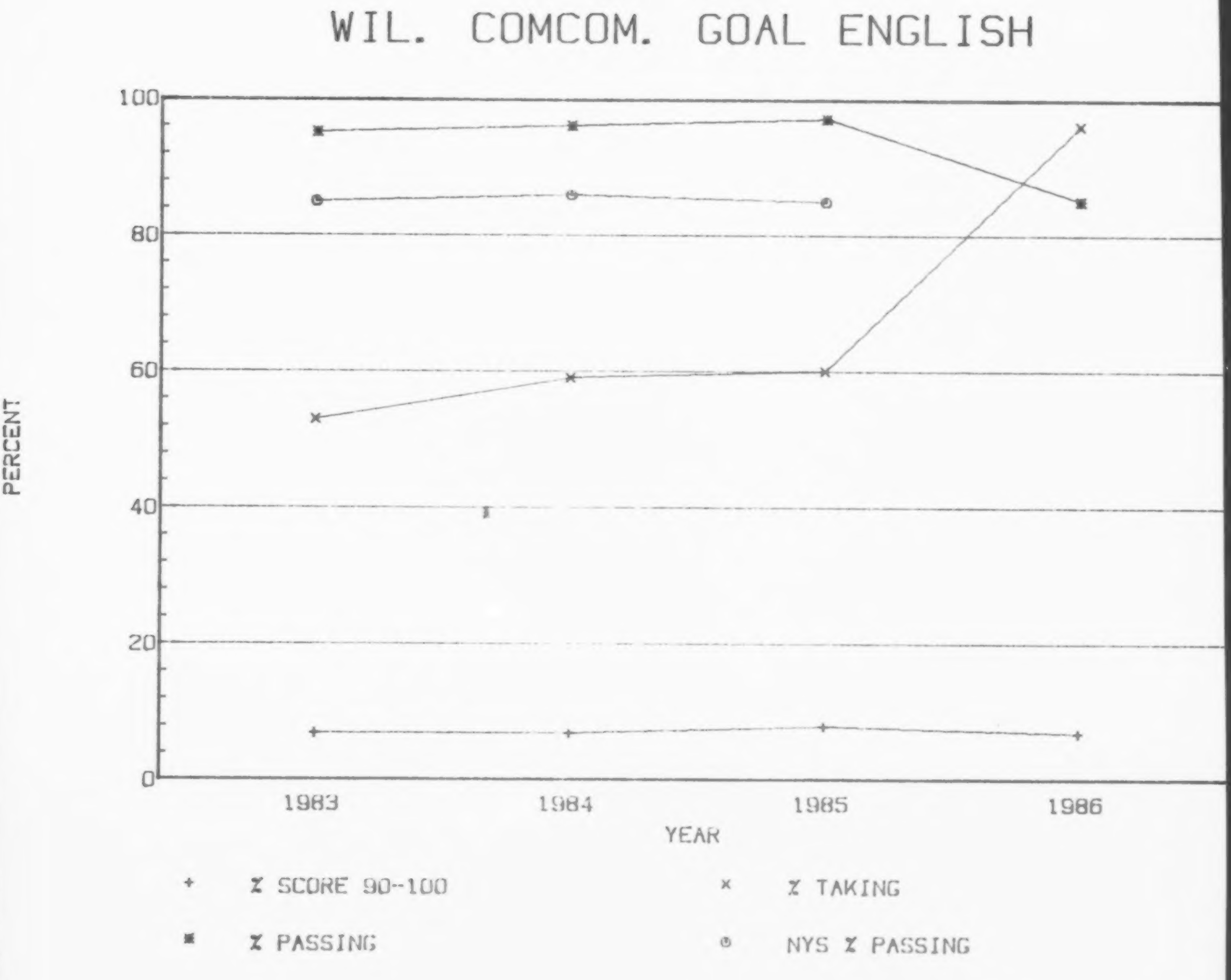
*Combined results of June 1985 and January 1986 test administrations
(a) Percent of 11th grade enrollment
(b) Percent of 12th grade enrollment

This table shows that for Juniors the project's Concomitant Goal was not met. There was a decrease in both the percent taking and the percent passing the exam.

This is the first time that data is presented for the Senior Class. The data shows that virtually all Seniors took the Regents exam and that 85% passed it. Eighty-five percent is the average statewide for the past five years. This is a commendable achievement which should be honored and celebrated!

WILSON ENGLISH REGENTS




WIL. COMCOM. GOAL ENGLISH

WILSON

Project Goal

Regents Competency Test in Reading
Grade 11

Option II Students Included

Jan./June 1983

	High School	Post High School
Minimum Academic Mastery	100%	100%
Below Minimum Mastery		

Jan./June 1984

	High School	Post High School
Minimum Academic Mastery	100%	100%
Below Minimum Mastery		

Jan./June 1985

	High School	Post High School
Minimum Academic Mastery	100%	100%
Below Minimum Mastery		

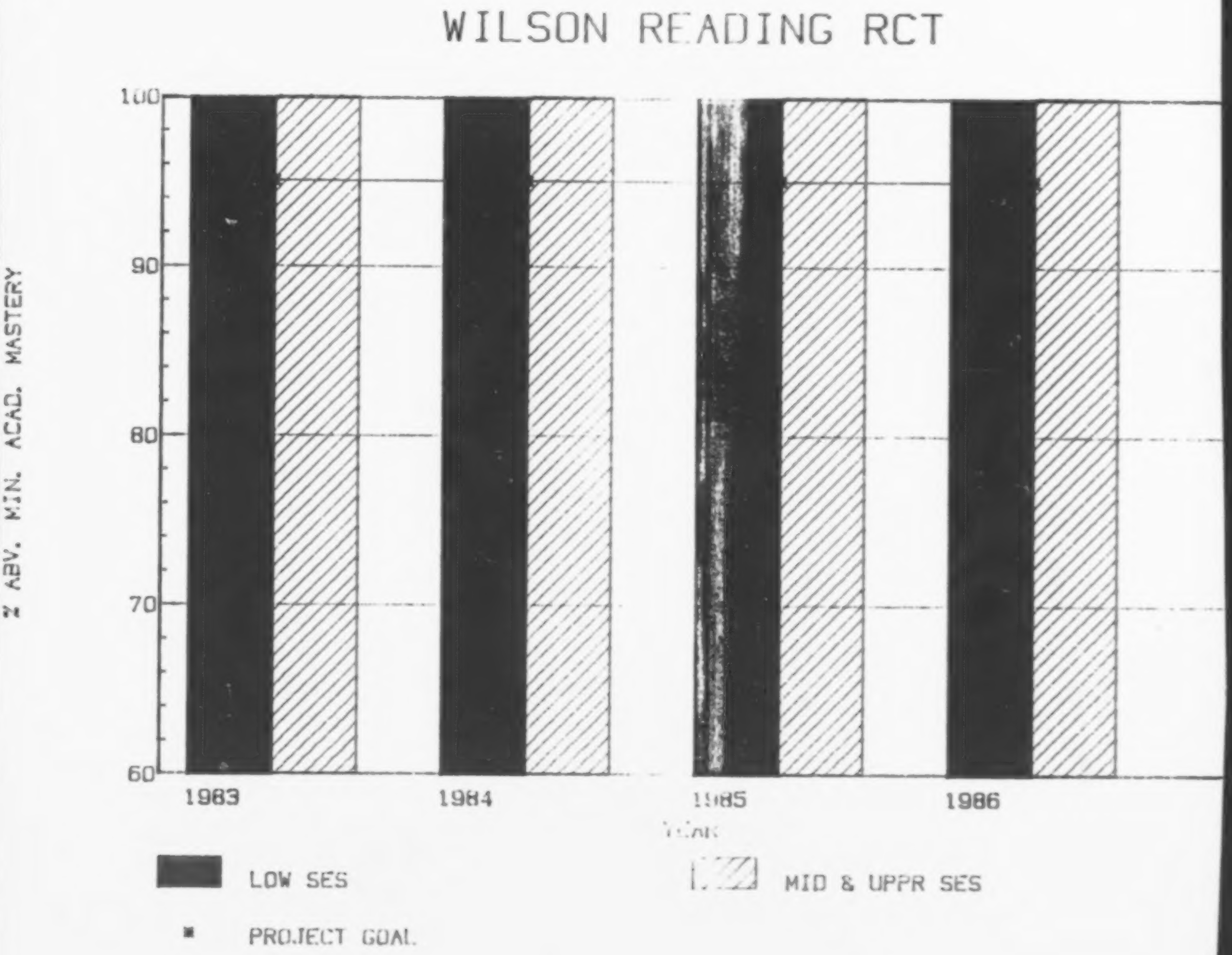
Jan./June 1986

	High School	Post High School
Minimum Academic Mastery	100%	100%
Below Minimum Mastery		

Effective - three consecutive years!

Concomitant Goal

Regents Competency Tests are designed to ascertain whether a student has achieved a required level of proficiency. Hence, because of the nature of these tests, it is inappropriate to develop data pertaining to the number and type of students who attain high scores.


WILSON READING RCT
% ABV. MIN. ACAD. MASTERY
100
90
80
70
60
1983
1984
1985
1986
YEAR
LOW SES
MID & UPPR SES
PROJECT GOAL

WILSON

Project Goal

Regents Competency Test in Writing
Grade 11

Option II Students Included

Jan./June 1983

	High School	Post High School
Minimum Academic Mastery	97%	100%
Below Minimum Mastery	3%	

Jan./June 1984

	High School	Post High School
Minimum Academic Mastery	98%	100%
Below Minimum Mastery	2%	

Jan./June 1985

	High School	Post High School
Minimum Academic Mastery	100%	97%
Below Minimum Mastery		3%

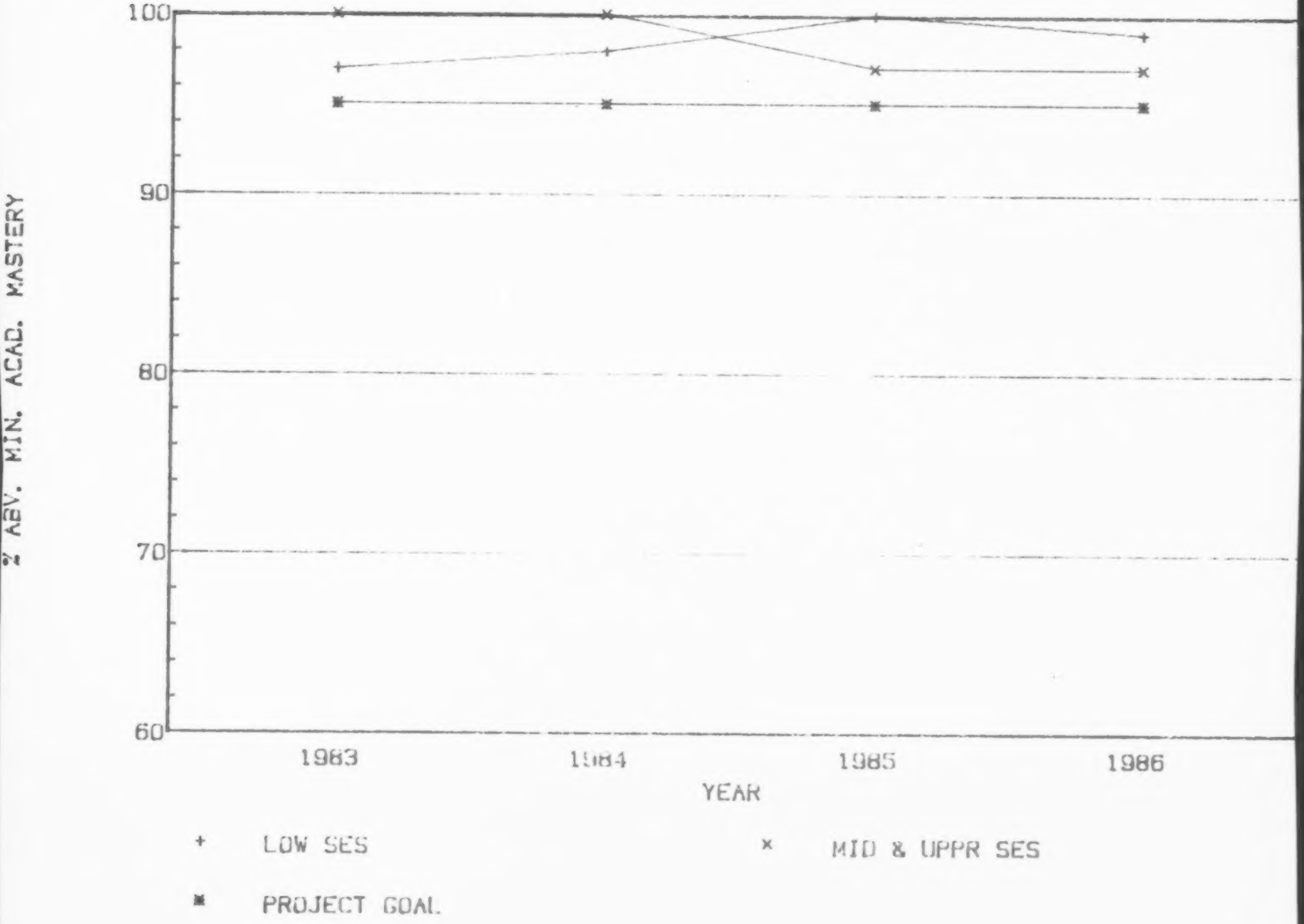
Jan./June 1986

	High School	Post High School
Minimum Academic Mastery	99%	97%
Below Minimum Mastery	1%	3%

Effective - three consecutive years!

Concomitant Goal

Regents Competency Tests are designed to ascertain whether a student has achieved a required level of proficiency. Hence, because of the nature of these tests, it is inappropriate to develop data pertaining to the number and type of students who attain high scores.


WILSON WRITING RCT

WILSON

Project Goal

Math 10 & 11 Regents Exams*

June 1983

	High School	Post High School
Minimum Academic Mastery	97%	94%
65%		
Below Minimum Mastery	3%	6%

June 1984

	High School	Post High School
Minimum Academic Mastery	91%	86%
65%		
Below Minimum Mastery	9%	14%

June 1985

	High School	Post High School
Minimum Academic Mastery	85%	89%
65%		
Below Minimum Mastery	15%	11%

June 1986

	High School	Post High School
Minimum Academic Mastery	82%	85%
65%		
Below Minimum Mastery	18%	15%

*All students who took Math 11 are included. Only sophomores who took Math 10 are included.

Compared to the base year and the preceding year, partial progress towards effectiveness occurred.

a. The proportion of students scoring above minimum academic mastery decreased.

b. The gap between lower SES and middle and upper SES students failing to demonstrate minimum academic mastery remained the same between 1983 and 1986 and decreased between 1985 and 1986.

Concomitant Goal

Percentage of Students Scoring 90-100%
Math Regents Exams

--June 1983	24%
--June 1984	29%
--June 1985	28%
--June 1986	21%

This table shows that the first aspect of the project's Concomitant Goal was met for the first two years of the project, but not the third year.

This table also shows that one-fifth of the students attain these high scores.

Percent of Students Taking and Passing
Math 10 and 11 Regents Exams

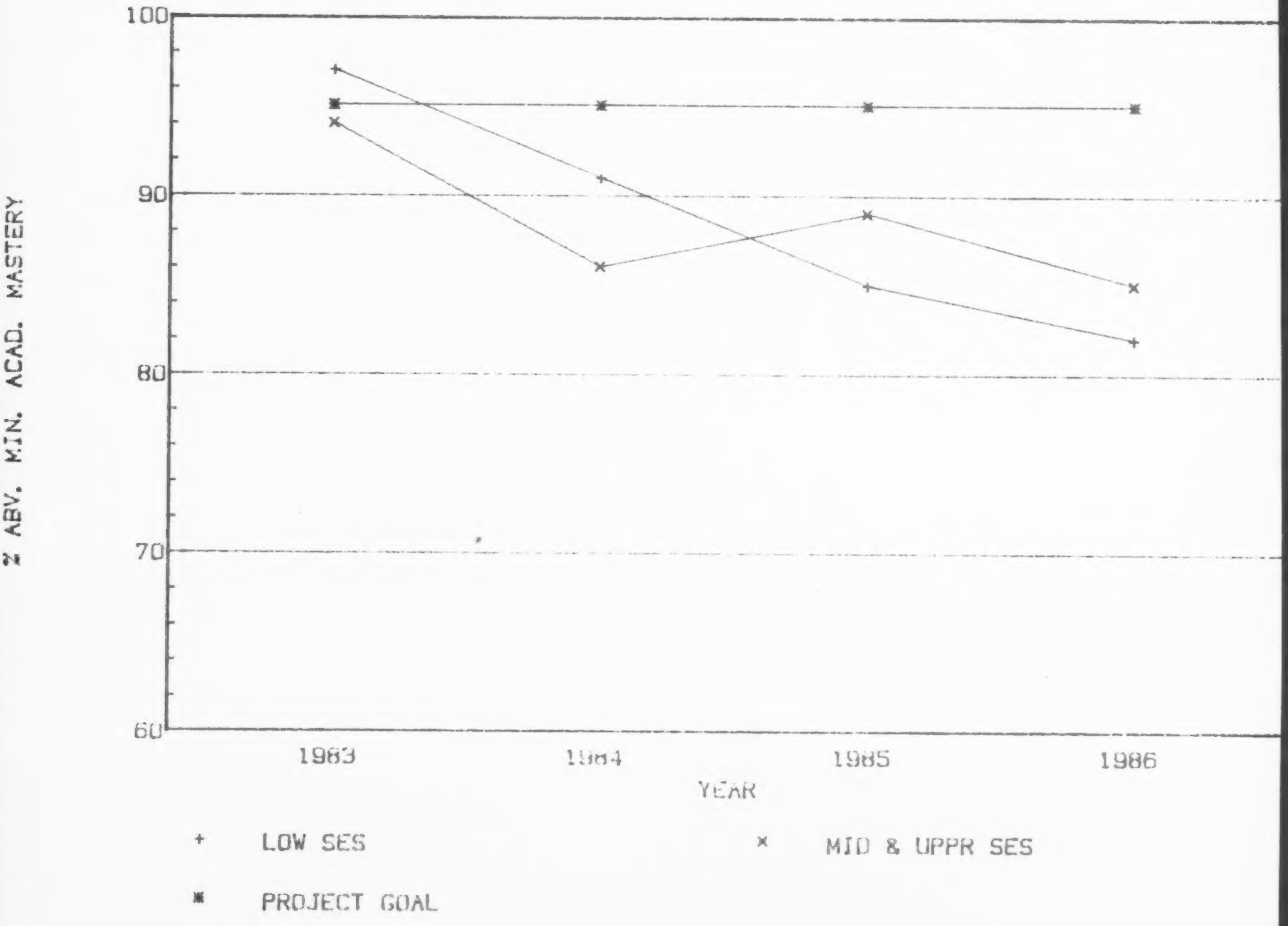
	Percent Taking	Percent Passing
June 1983	47%	88%
June 1984	50%	85%
June 1985	44%	86%
June 1986	47%	81%

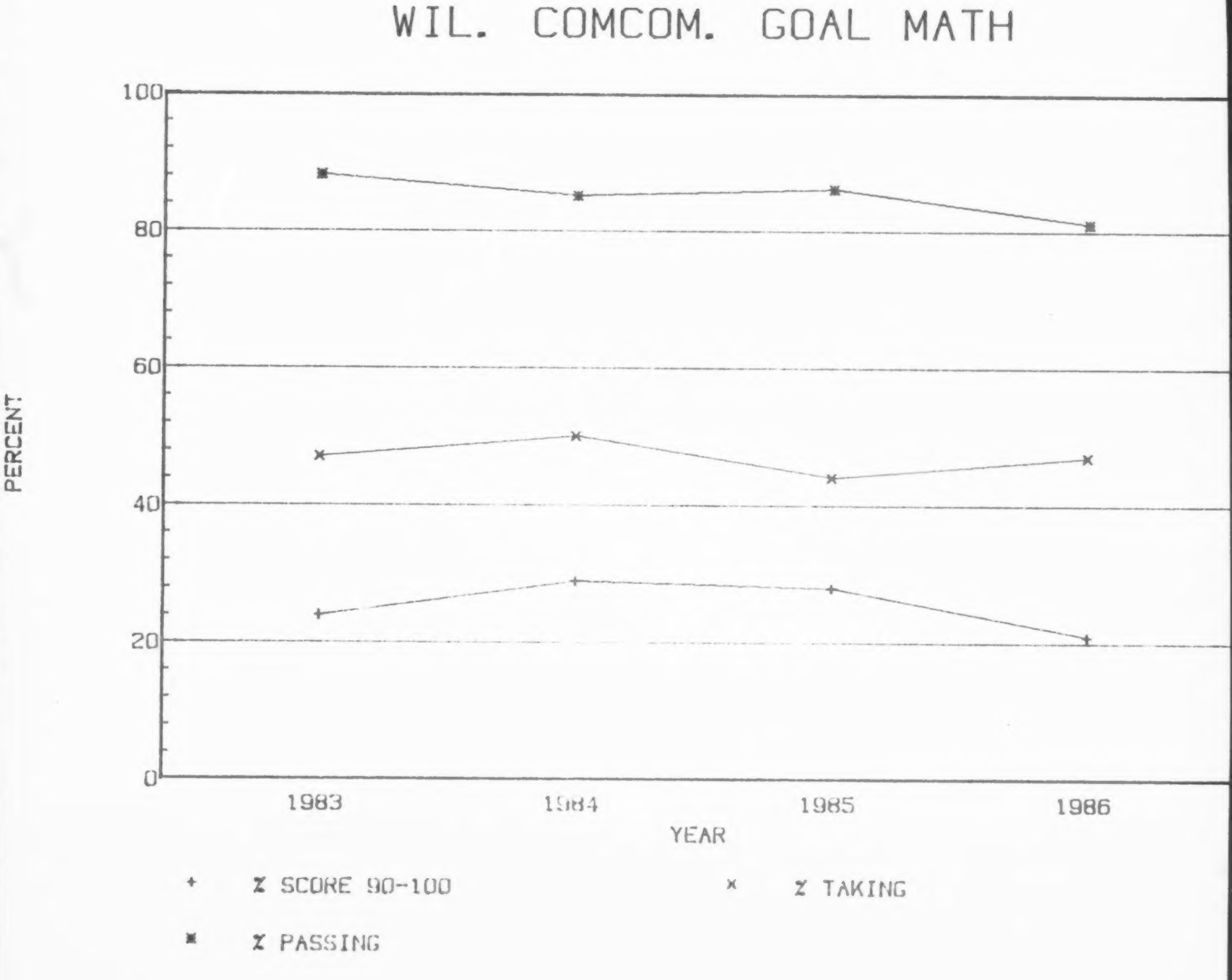
The above table shows that this aspect of the Concomitant Goal was not met in that:

a. The percent taking the exams is the same as it was in 1973.

b. The percent passing the exams is the lowest since 1983.

WILSON MATH 10 & 11 RGTS




WIL. COMCOM. GOAL MATH
100
80
60
40
20
0
PERCENT
1983
1984
1985
1986
YEAR
+ % SCORE 90-100
× % TAKING
⁕ % PASSING

WILSON

Project Goal

Science Regents Exams
Biology and Chemistry Regents

June 1983

	High School	Post High School
Minimum Academic Mastery	99%	92%
Below Minimum Mastery	1%	8%

June 1984

	High School	Post High School
Minimum Academic Mastery	85%	90%
Below Minimum Mastery	15%	10%

June 1985

	High School	Post High School
Minimum Academic Mastery	95%	94%
Below Minimum Mastery	5%	6%

June 1986

	High School	Post High School
Minimum Academic Mastery	84%	94%
Below Minimum Mastery	16%	6%

Compared to the base year and the preceding year, progress towards effectiveness did not occur.

a. There was a decrease in the proportion of students scoring above minimum academic mastery. It should be noted, however, that this proportion increased between the base year and the current year for the middle and upper SES group.

b. There was an increase (not a decrease) in the gap between the proportion of lower SES and middle and upper SES students failing to demonstrate minimum academic mastery.

Concomitant Goal

Percent of Students Who Scored 90-100%
Biology and Chemistry Regents Exams

--June 1983	19%
--June 1984	24%
--June 1985	29%
--June 1986	18%

This table shows that the first aspect of the project's Concomitant Goal was not met. There was a decrease in the percent of students attaining scores indicating above average academic achievement.

Percentage of Students Taking and Passing
Biology and Chemistry Regents Exams

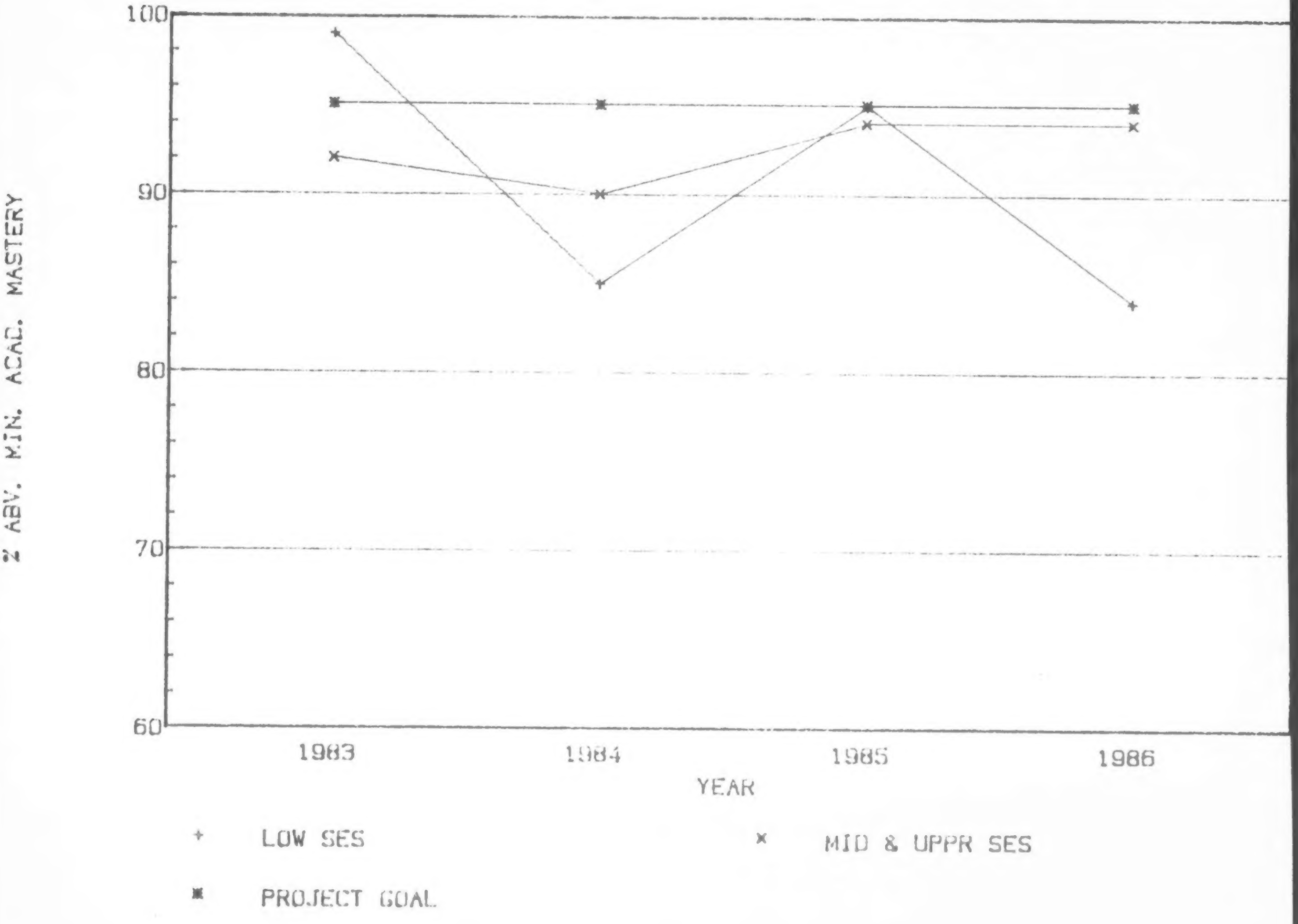
	Percent Taking	Percent Passing
June 1983	43%	91%
June 1984	41%	87%
June 1985	40%	91%
June 1986	49%	89%

This table shows that the second aspect of the project's Concomitant Goal was partially met.

a. There is an increase in the proportion of the student body taking the exams. It is one-half of the student body!

b. There is a slight decrease in the percent passing the exams.

WILSON BIO & CHEM RGNTS



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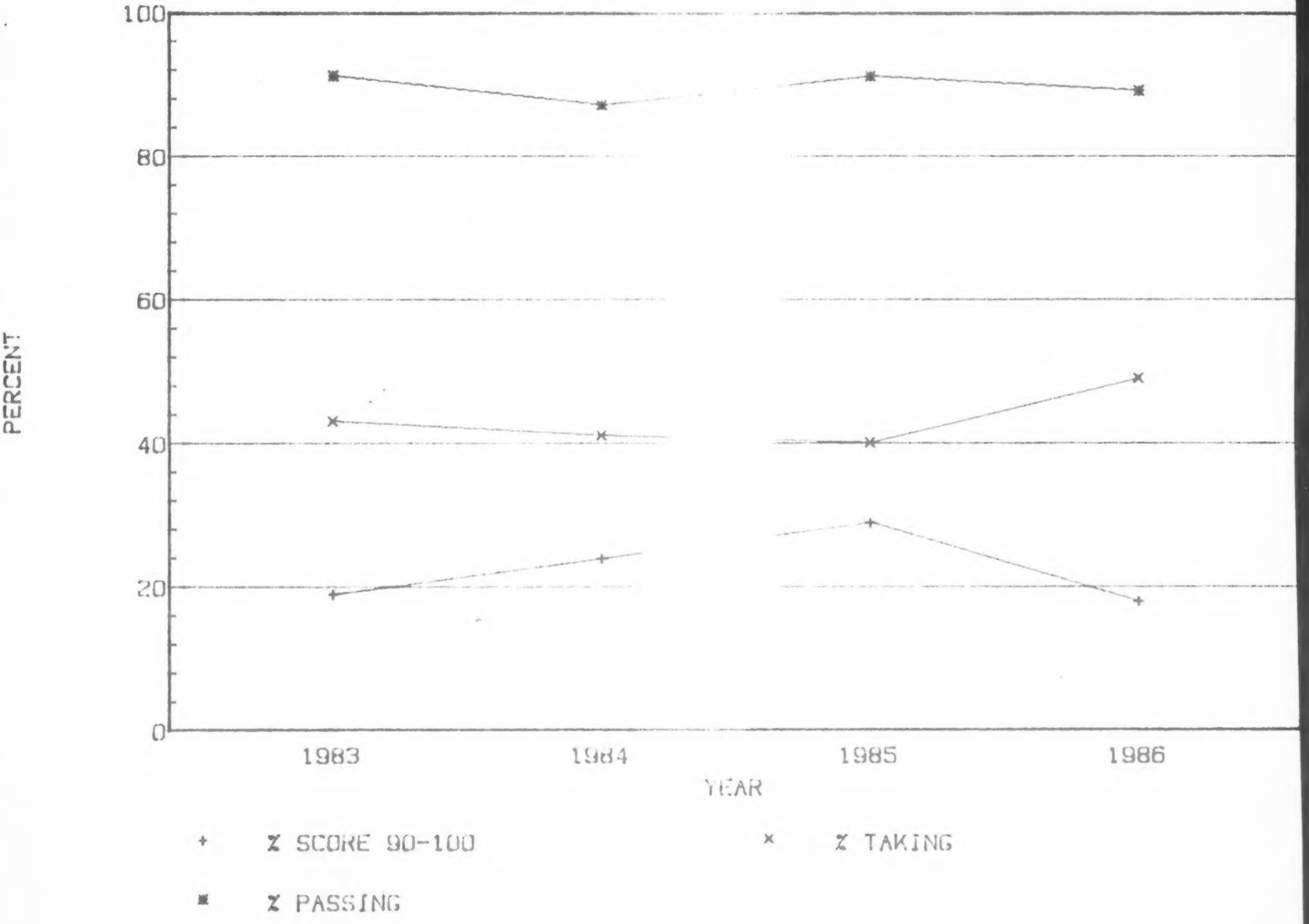


Section III

Correlates of An Effective School

Part A

Summary Tables and Comments

Conclusion

Teacher and administrator responses to the Connecticut School Interview indicate that there are a number of correlates which can be considered as areas of strength. The criteria for this determination is a response of two-thirds (66%) or more to items D & E (or A & B if the question is worded negatively) on the interview form.

Steady improvement has occurred in installing correlates in each building.

Number of Correlates in Place in Each Building

	Bernabi	Munn	Town Line	Cosgrove	Wilson	Total	Possible
May 1983	1		2			3	35
May 1984	5	2	3			10	35
May 1985	5	3	5	2	3	18	35
May 1986	7	5	5	2	5	24	35

Further progress occurred in strengthening the degree to which each correlate is in place in each building. This can be indicated by a five percent, or greater, increase between May 1985 and May 1986 in the percent of staff who indicated that the correlate is an area of strength in the building.

Change from 1985 to 1986

	Positive Change +5%	Little or no Change +4% to -4%	Negative Change -5%
Bernabi	7	0	0
Munn	2	5	0
Town Line	1	5	1
Cosgrove	2	5	0
Wilson	7	0	0

Narrative

The major implication of the effective schools research is that student academic achievement can be improved by first addressing that complex social organization known as a school building. As a result of working to improve the instructional climate in a school, it is hypothesized that student achievement will improve. Further, it is hypothesized that when a school has all six correlates in place, then student achievement in that school will be effective. That is, all students will be learning at least to the level of minimum academic mastery.

Consequently school improvement efforts center around ascertaining which correlates need to be strengthened and then working to improve or increase the frequency of the behavior which comprise that correlate. Spencerport's effective schools program is organized according to this model.

During May 1983, 1984, 1985 and 1986 the Connecticut School Interview was given to every teacher and administrator. Building profiles based upon the results of the survey are prepared. At the same time the district office personnel develop disaggregated analyses of student achievement for each building.

With this data in hand, each building planning team prepares a proposed plan of action. This proposal is submitted to their faculty for review, discussion and approval. The final draft of the plan is then submitted to the Superintendent of Schools for his approval.

Once this occurs numerous, far-reaching, time-consuming projects commence in all buildings. The minutes which are generated, and the reports and supporting documentation which are generated are voluminous! This section of the Annual Report attempts to summarize this vast quantity of data in a uniform, succinct manner. It may be that for those who are close to the project at the building level, succinctness turned out to be a vast oversimplification which is not truly representative of the major activities and accomplishments. However, the constraints of both space and time indicated that an attempt had to be made.

An analysis of the needs assessment data reveals that some correlates are areas of strength for a building. A correlate is considered to be in place when two-thirds or more of the respondents so indicate on the Connecticut School Interview.

The four tables below show that each year more and more correlates are present in the individual school buildings.

Table I
May 1983 - Base Line Data

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	*	*	*		
Clear School Mission					
Instructional Leadership					
High Expectations for Success					
Opportunity to Learn and Student Time on Task					
Frequent Monitoring of Student Progress			*		
Home-School Relations					

Table II
May 1984

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	*		*		
Clear School Mission	*	*	*		
Instructional Leadership					
High Expectations for Success	*				
Opportunity to Learn and Student Time on Task					
Frequent Monitoring of Student Progress	*	*	*		
Home-School Relations	*				

Table III
May 1985

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	*		*		
Clear School Mission	*	*	*		*
Instructional Leadership					
High Expectations for Success	*	*	*	*	*
Opportunity to Learn and Student Time on Task				*	*
Frequent Monitoring of Student Progress	*	*	*		
Home-School Relations	*		*		

Table IV

May 1986

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	*	*	*		*
Clear School Mission	*	*	*		*
Instructional Leadership	*				
High Expectations for Success	*	*	*	*	*
Opportunity to Learn and Student Time on Task	*			*	*
Frequent Monitoring of Student Progress	*	*	*		*
Home-School Relations	*	*	*		

These tables may be summarized as follows:

Number of Correlates in Place in Each Building

	Bernabi	Munn	Town Line	Cosgrove	Wilson	Total	Possible
May 1983	1		2			3	35
May 1984	5	2	3			10	35
May 1985	5	3	5	2	3	18	35
May 1986	7	5	5	2	5	24	35

Further progress occurred in strengthening the degree to which each correlate is in place in each building. This can be indicated by a five percent, or greater, increase between May 1985 and May 1986 in the percent of staff who indicated that the correlate is an area of strength in the building.

The table below indicates the percentage of faculty and administrators in each building which indicated that the correlate was an area of strength in the building.

Percentage of Respondents Indicating that the Correlate is an Area of Major Strength

		Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	1983	81%	68%	66%	41%	31%
	1984	82	57	75	42	32
	1985	91	58	85	32	38
	1986	99	66	86	37	69
Clear School Mission	1983	61	62	62	51	54
	1984	84	66	71	56	59
	1985	85	80	79	61	69
	1986	95	77	77	63	83
Instructional Leadership	1983	44	34	34	34	34
	1984	54	36	41	40	34
	1985	62	54	54	34	43
	1986	72	52	49	41	56
High Expectations	1983	50	46	49	58	54
	1984	70	55	57	54	62
	1985	78	68	73	67	67
	1986	86	69	73	68	72
Opportunity to Learn and Time on Task	1983	45	42	39	64	67
	1984	44	38	44	62	65
	1985	54	56	49	75	69
	1986	73	58	58	73	79
Frequent Monitoring of Student Progress	1983	65	70	69	51	48
	1984	73	73	66	52	56
	1985	72	75	73	54	61
	1986	84	77	73	54	74
Home-School Relations	1983	43	52	53	39	30
	1984	67	58	58	47	32
	1985	72	63	73	51	39
	1986	86	69	70	51	43

This table may be summarized as follows:

Change from 1985

+ Postive (5% or more)

-Negative (5% or more)

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	+	+		+	+
Clear School Mission	+				+
Instructional Leadership	+		-	+	+
High Expectations	+				+
Opportunity to Learn and Student Time on Task	+		+		+
Frequent Monitoring of Student Progress	+				+
Home-School Relations	+	+			+

Part B

Activities Pertinent to Each Correlate
and
Needs Assessment Data

BERNABI

Safe and Orderly Environment

I. Results of May 1985 Needs Assessment

The staff continues to view the building as a safe and orderly environment where the students are enthusiastic about school and are taught in an atmosphere appropriate for learning.

II. 1985-86 Activities

A. Lunchroom rules were revised and a new form for use by the new lunchroom monitors was developed.

B. Forms for reporting student behavior problems were developed and implemented.

C. Posters to enhance the attractiveness of the building and to enhance high expectations for success were developed and displayed.

D. An Assertive Discipline workshop was held for the entire faculty.

III. Major Products, Documents

Discipline Forms

IV. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average	1983	1%	17%	81%		*
Responses for	1984	1%	17%	82%		*
Correlate	1985	0%	7%	91%		*
	1986	0%	1%	99%		*

Total Number of Items	5
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

BERNABI

Clear School Mission

I. Results of May 1985 Needs Assessment

All eleven items on the Connecticut Survey were noted as areas of strength.

II. 1985-86 Activities

A. Each homeroom teacher worked with the students to rewrite in their own words the Bernabi Mission Statement. These interpretations were placed on posters hung throughout the building and in classrooms, and were read over the P. A. during morning announcements.

III. Major Products, Documents

Childrens' version of the school mission statement.

IV. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	15%	10%	61%		
	1984	2%	5%	84%		*
	1985	1%	2%	85%		*
	1986	0%	3%	95%		*

Total Number of Items	11
Number in which significant improvement occurred	6
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

10. Specific objectives in the area of language arts exist through all grades.

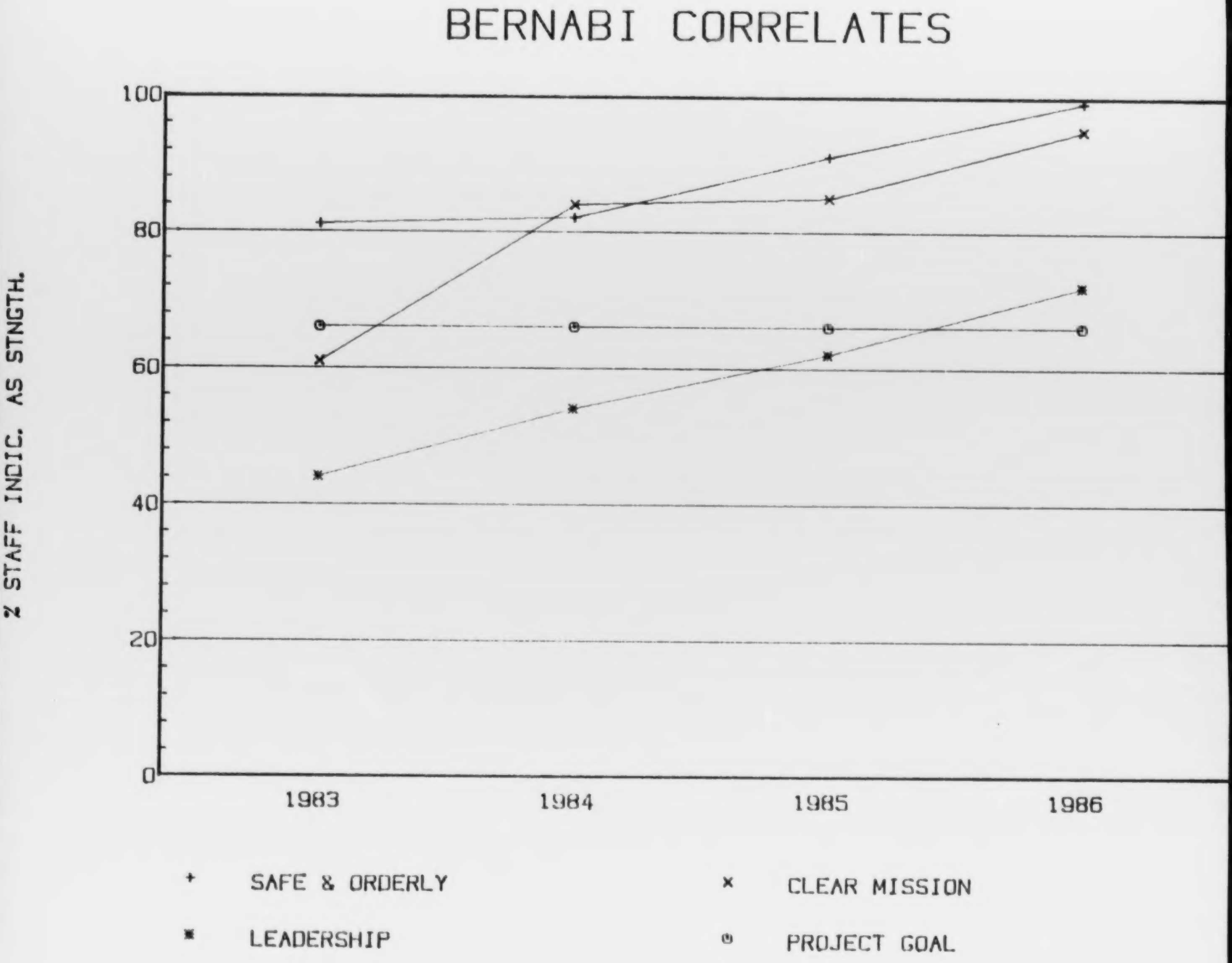
11. Identified objectives in language arts guide most classroom instruction.

12. In language arts there is an identified set of objectives or skills at each grade level that students are expected to master.

13. In mathematics there is a set of written specific objectives on which the program is based.

14. Identified objectives in mathematics guide most classroom instruction.

15. In mathematics there is an identified set of objectives or skills at each grade level that students are expected to master.


BERNABI CORRELATES
% STAFF INDIC. AS STNGTH.
100
80
60
40
20
0
1983
1984
1985
1986
+ SAFE & ORDERLY
× CLEAR MISSION
✱ LEADERSHIP
◦ PROJECT GOAL

BERNABI

Instructional Leadership

I. Results of the May 1985 Needs Assessment

A. Of the 18 items in this section of the Connecticut Survey, 10 were indicated as areas of strength.

B. The role of the teacher leader continues to be an area of concern along with yearly plans and the coordination of the instructional program between grade levels.

II. 1985-86 Activities

A. Teacher Leaders were encouraged to participate in faculty meetings throughout the year. Special meetings were scheduled as needed.

B. Teacher Leaders were consulted in developing the 1986-87 instructional budget.

III. Results of May 1986 Needs Assessment

					Area if Major	
		Concern	Neutral	Strength	Concern	Strength
Average	1983	30%	18%	44%		
Responses for	1984	23%	18%	54%		
Correlate	1985	17%	13%	62%		
	1986	12%	12%	72%		*

Total Number of Items	19
Number in which significant improvement occurred	6
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

19. Teacher leaders promote frequent discussion of instructional improvements.

28. Teachers frequently seek instructional advise from the teacher leader.

30. The principal frequently communicates to teachers their responsibility in relation to student achievement.

32. Teacher leaders reqularly arrange or promote staff development activities.

33. The principal and teachers work together to coordinate the instructional program within and between grades.

34. Teacher leaders and teachers work together to coordinate the instructional program within and between grades.

BERNABI

High Expectations for Success

I. Results of the May 1985 Needs Assessment

All ten items on the Connecticut Survey were considered to be areas of strength.

II. 1985-86 Activities

A. A good number of Bernabi teachers took the TESA (Teacher Expectations and Student Achievement) and Elements of Instruction inservice programs.

B. Continued monitoring of test results and feedback to teachers was used to help keep the staff focused on high expectations for success.

III. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	17%	22%	50%		
	1984	8%	11%	70%		*
	1985	5%	7%	78%		*
	1986	2%	7%	86%		*

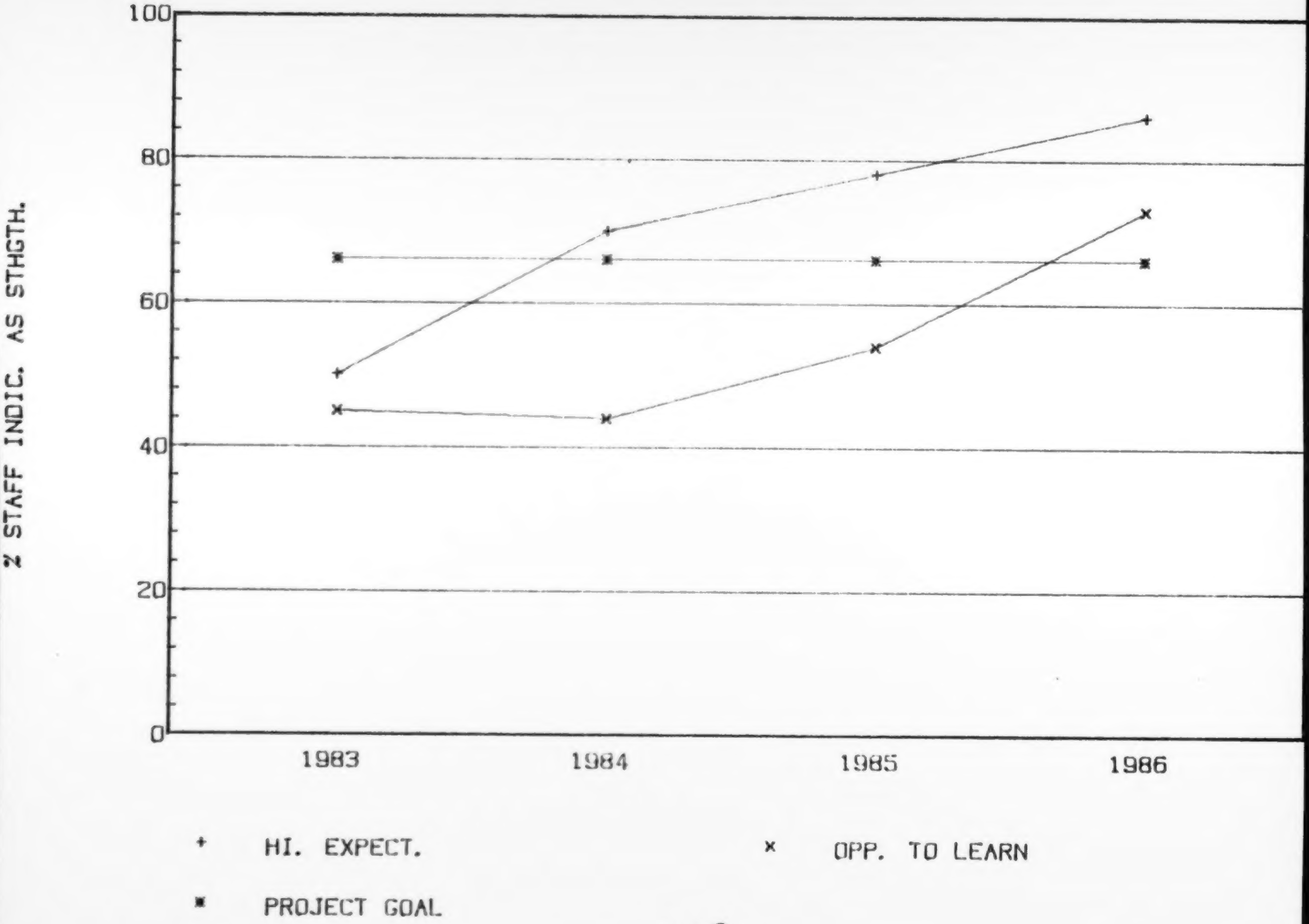
Total Number of Items	10
Number in which significant improvement occurred	2
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

38. Teachers believe that all students can master basic skills regardless of home background factors.

42. Discipline problems are spread across all categories of students not just low-achieving students.

BERNABI CORRELATES



BERNABI

Opportunity to Learn and Student Time on Task

I. Results of May 1985 Needs Assessment

Classroom time spent in reading, language arts and math as well as pull-out programs to supplement class instruction remain areas of concern.

II. 1985-86 Activities

A. Guidelines for reading and for math instruction were developed.

B. Time was specified for "sustained silent reading."

C. A number of efforts occurred to minimize classroom interruptions due to pull-out programs.

D. A Pull-Out Questionnaire was given to the faculty.

III. Major Products, Documents

A. Guidelines for Reading Instruction

B. Guidelines for Math Instruction

IV. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average	1983	19%	20%	45%		
Responses for	1984	19%	16%	44%		
Correlate	1985	16%	11%	54%		
	1986	4%	6%	73%		*

Total Number of Items	10
Number in which significant improvement occurred	6
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

47. At least 51 minutes per day is allocated for reading in the classroom.

48. At least 51 minutes per day is allocated for language arts in the classroom.

49. At lease 45 minutes per day is allocated for math in the classroom.

50. Time allotments for each basic skill area are set by the principal and teachers and monitored periodically.

51. Basic skills instruction time is rarely affected by outside interruptions.

52. Pull-out programs supplement class instruction.

BERNABI

Frequent Monitoring of Student Progress

I. Results of May 1985 Needs Assessment

The Connecticut Survey indicates that the standardized testing program and the use of results continue to be an area of strength.

II. 1985-86 Activities

A. As in past years a list of students who fell below the 40th percentile in reading and math was developed. This year a list also was developed for listening. In addition, students who appear on these lists year after year were identified and classroom teachers were notified.

B. The computer management program for scoring CRT's (Criterion Reference Tests) was used for the second year.

C. Conferences were held with teachers and grade level chairpersons to discuss test results.

D. D. C. Heath Unit Math Tests are being used at all grade levels as a means of evaluating student progress and determining the need for reteaching.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average	1983	8%	16%	65%		
Responses for	1984	3%	11%	73%		*
Correlate	1985	1%	8%	72%		*
	1986	0%	4%	84%		*

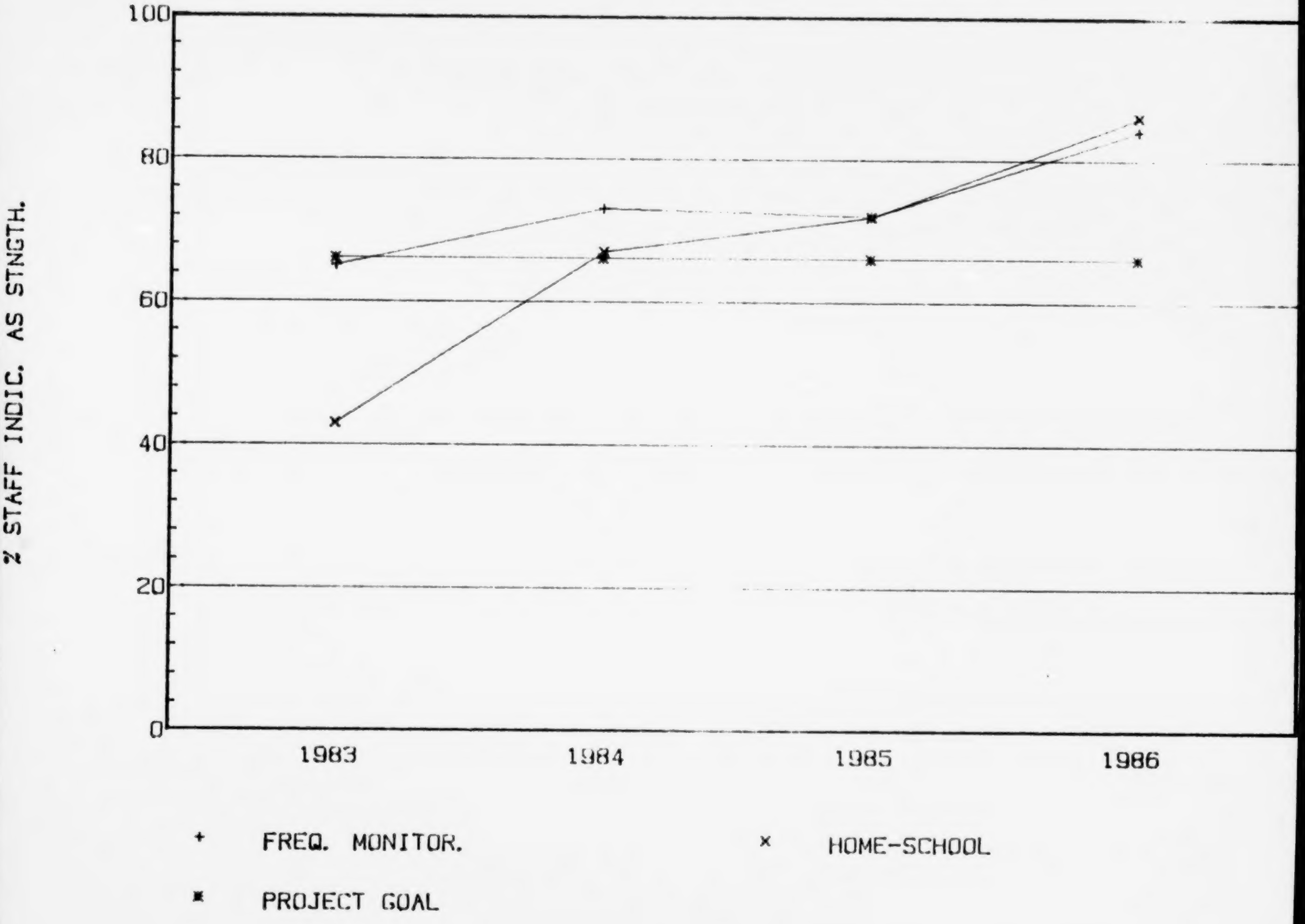
Total Number of Items	8
Number in which significant improvement occurred	2
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

61. Student progress in basic skills is assessed sytematically by various methods, CRT's, unit tests, student work, etc.

63. There is a criterion-referenced testing program in at least two basic skill areas.

BERNABI CORRELATES



BERNABI

Home-School Relations

I. Results of the May 1985 Needs Assessment

More staff members viewed home-school relations positively. This view includes increased parent involvement. Awareness regarding the homework policy needs to be increased.

II. 1985-86 Activities

This was not an area of major emphasis.

III. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average	1983	26%	22%	43%		
Responses for	1984	11%	12%	67%		*
Correlate	1985	6%	9%	72%		*
	1986	37%	4%	86%		*

Total Number of Items	9
Number in which significant improvement occurred	3
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

65. There is an active parent organization.

70. The school has a written policy on homework, and homework is regularly assigned to all students.

71. Most parents understand and accept their role in monitoring homework.

Safe and Orderly Environment

I. Results of the May 1985 Needs Assessment

The Connecticut Survey revealed that there is a need for additional communication and involvement relating to the disciplinary climate of the school and the maintenance of the building.

II. 1985-86 Activities

A. Four committees made recommendations regarding cafeteria discipline. The students were asked to vote on the five most important cafeteria rules. Results were disseminated.

B. For teacher-office communications, a discipline referral form was developed and utilized.

C. A form to monitor and facilitate maintenance problems was developed and implemented with the new custodian.

III. Major Products, Documents

A. Discipline Referral Form

B. Custodial Activities Form

IV. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average	1983	7%	25%	68%		*
Responses for	1984	7%	35%	57%		
Correlate	1985	13%	28%	58%		
	1986	3%	32%	66%		*

Total Number of Items	5
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following question:

4. The school building is clean and well taken care of by staff and students.

MUNN

Clear School Mission

I. Results of the May 1985 Needs Assessment

Each of the eleven questions on this topic in the Connecticut Survey indicated an area of strength.

II. 1985-86 Activities

A. This was not an area of major emphasis this year.

B. A committee developed a questionnaire for the faculty on possible ways of making the school mission statement more visible and meaningful.

III. Results of May 1986 Needs Assessment

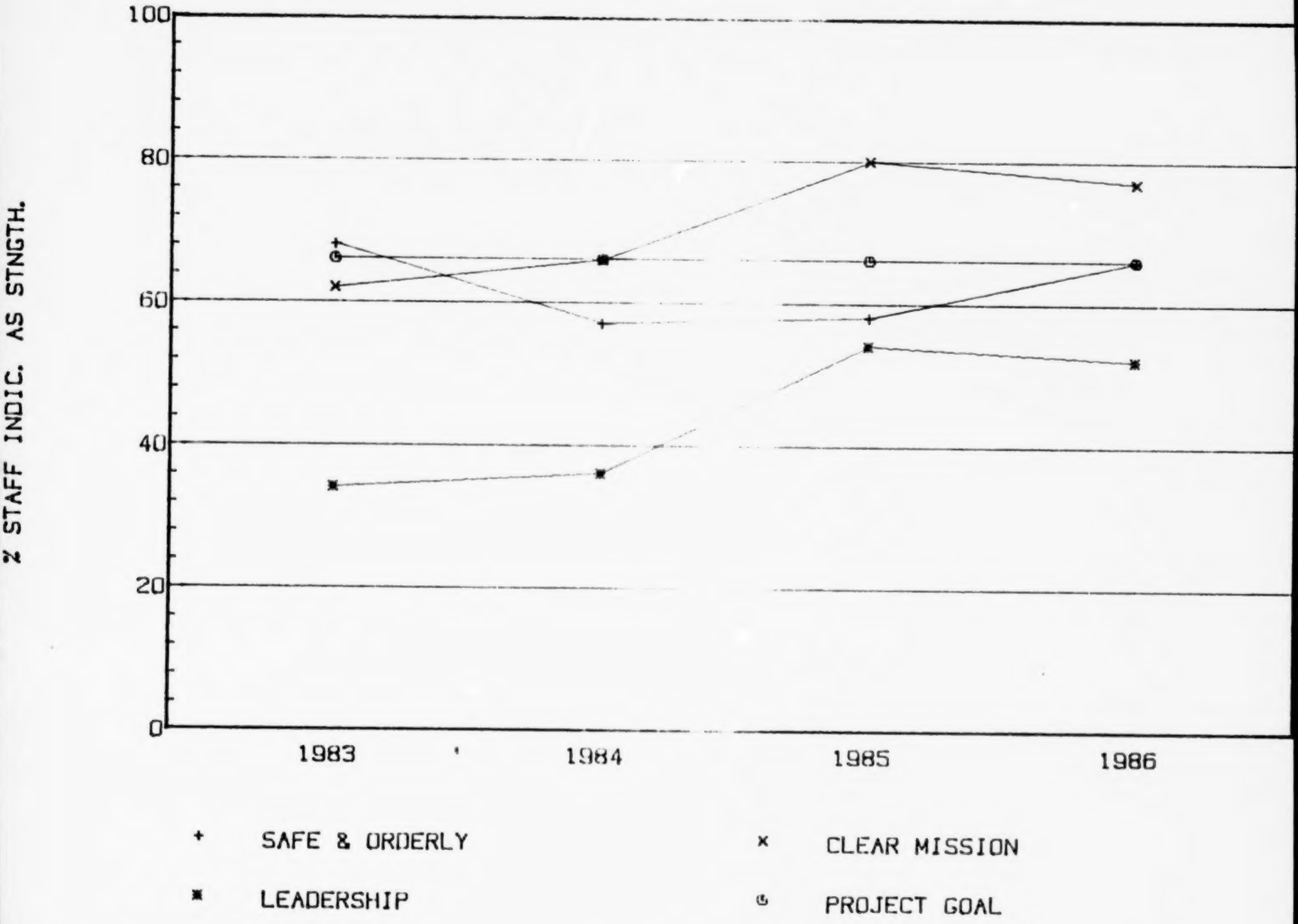
		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average	1983	14%	16%	62%		
Responses for	1984	10%	18%	66%		*
Correlate	1985	1%	6%	80%		*
	1986	2%	8%	77%		*

Total Number of Items	11
Number in which significant improvement occurred	0
Number in which significant decline occurred	1

Significant decline occurred between 1985 and 1986 in teacher responses to the following question:

16. Materials and equipment needed most often to carry out instructional activities are available.

MUNN CORRELATES



Instructional Leadership

I. Results of the May 1985 Needs Assessment

The Connecticut Survey shows mixed perceptions regarding instructional leadership. Although virtually every question showed an improvement over 1984, only one-half of the nineteen topics could be considered as areas of strength.

II. 1985-86 Activities

A. During the first semester a campaign to promote more positive attitudes towards reading was discussed.

B. The staff developed a booklet on improving reading test-taking skills.

C. The principal and reading specialist met with each teacher to discuss test results.

D. Dr. Gerald Duffy, Reading Professor at Michigan State University, worked with the staff during the fall Superintendent's Conference Day.

E. The principal encouraged a number of teachers to take Elements of Instruction and practiced his Clinical Supervision skills with some of these teachers.

F. A "Principal's Thought for the Day" deliberately designed to stimulate faculty thought - discussion - debate was inaugurated.

G. Structured activities were inaugurated between the teacher leaders and the faculty to heighten faculty awareness of teacher-leader activities.

III. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average	1983	40%	22%	34%		
Responses for	1984	33%	29%	36%		
Correlate	1985	18%	26%	54%		
	1986	20%	25%	52%		

Total Number of Items	19
Number in which significant improvement occurred	2
Number in which significant decline occurred	1

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

17. Instructional leadership is provided by the principal.

29. The principal regularly reviews and interprets test results with faculty.

Significant decline occurred between 1985 and 1986 in teacher responses to the following question:

25. The school requires and reviews lesson plans regularly.

MUNN

High Expectations for Success

I. Results of May 1985 Needs Assessment

This correlate continues to be an area of strength.

II. 1985-86 Activities

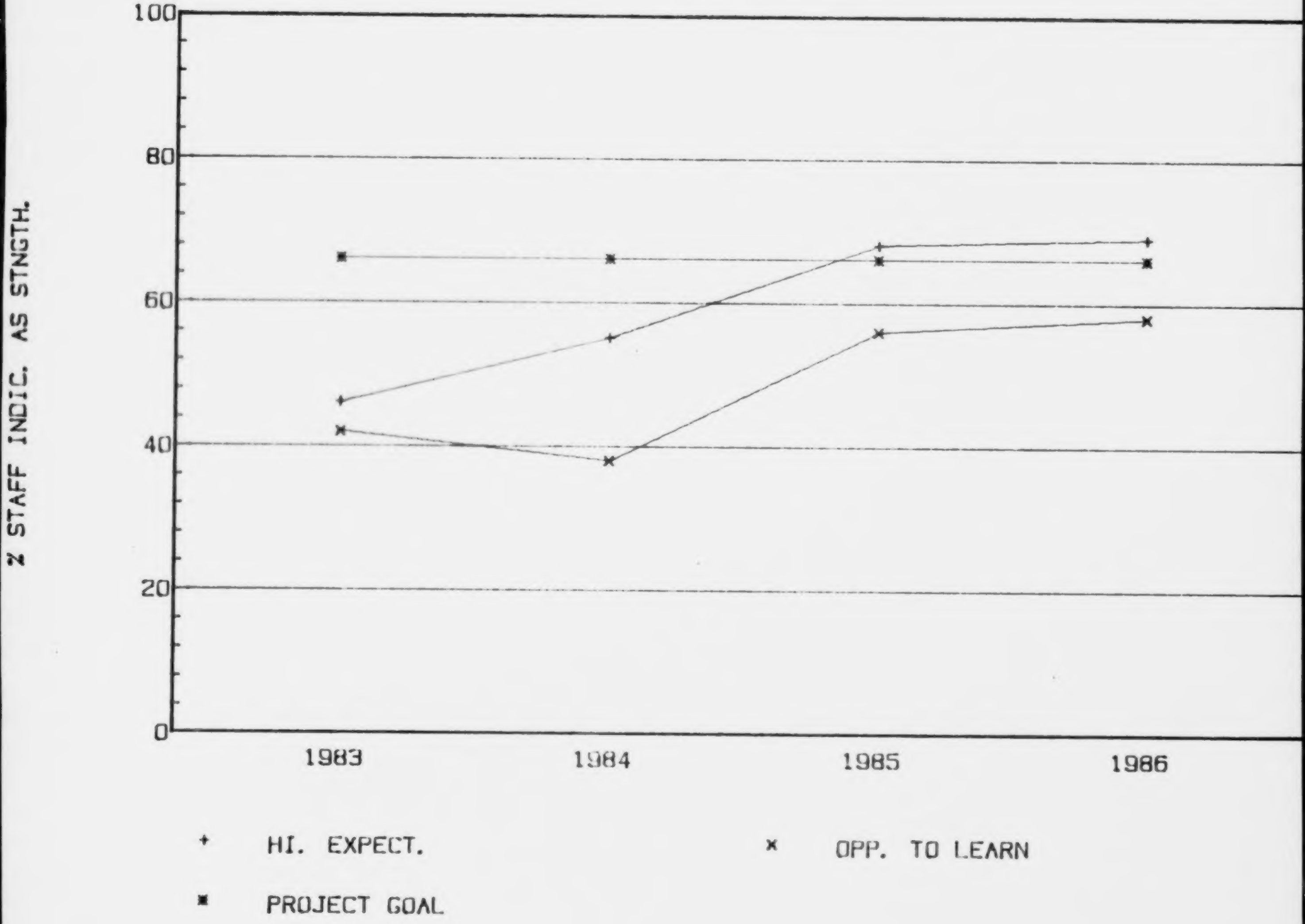
No major new activities occurred this year.

III. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average	1983	14%	29%	46%		
Responses for	1984	17%	22%	55%		
Correlate	1985	5%	17%	68%		*
	1986	6%	16%	69%		*

Total Number of Items	10
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

MUNN CORRELATES



MUNN

Opportunity to Learn and Student Time on Task

I. Results of May 1985 Needs Assessment

Slightly less than three-fifths of the staff regard this as an area of strength. Improvement has occurred on nine of the ten topics in this section of the questionnaire over the past five years. Pull-out programs, especially music, remain an area of concern.

II. 1985-86 Activities

A schedule for music concert rehearsals during May was developed.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average	1983	22%	27%	42%		
Responses for	1984	31%	22%	38%		
Correlate	1985	9%	20%	56%		
	1986	6%	16%	69%		*

Total Number of Items	10
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

MUNN

Frequent Monitoring of Student Progress

I. Results of May 1985 Needs Assessment

This correlate is an area of strength. Six of the seven topics in this portion of the questionnaire are areas of strength.

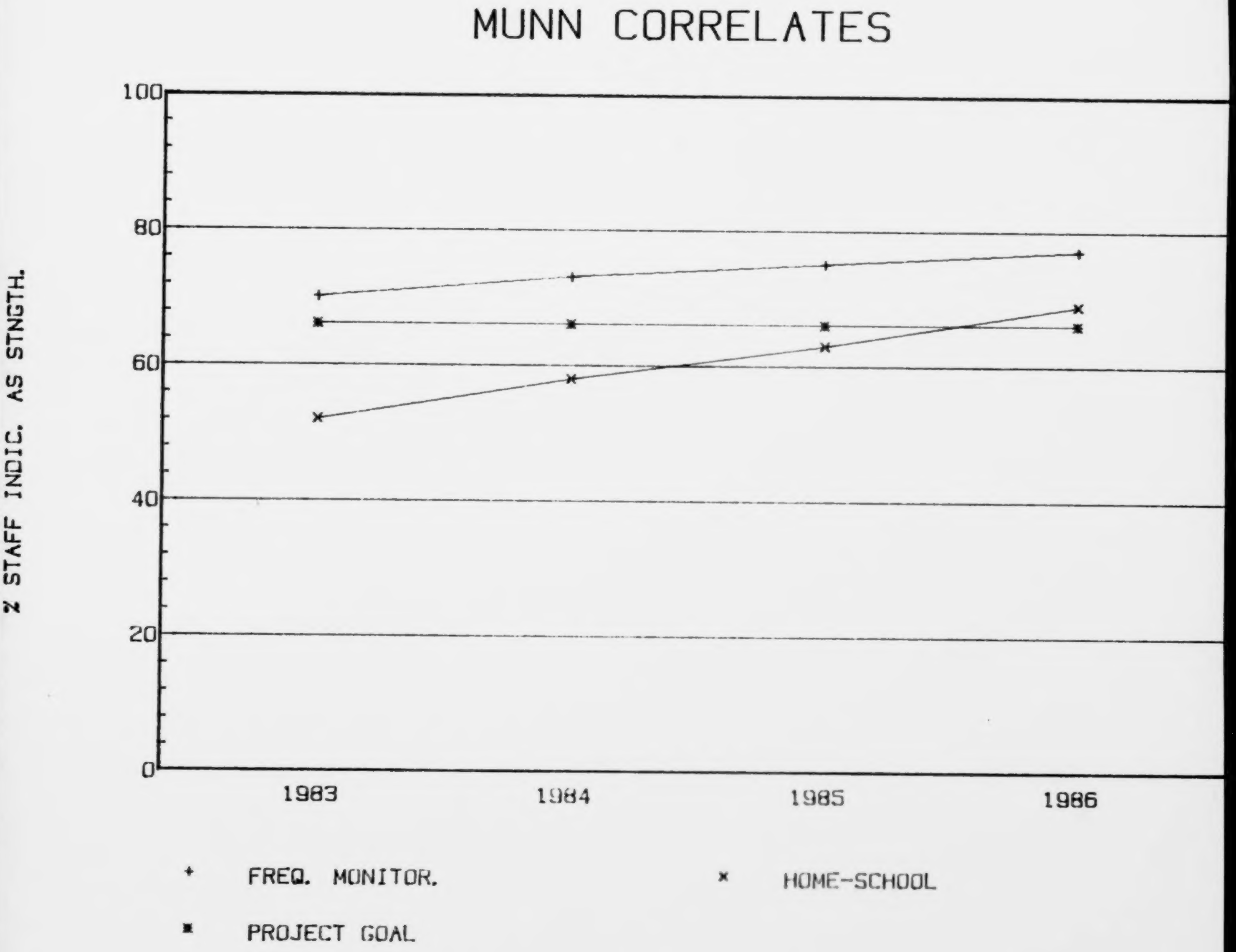
II. 1985-86 Activities

Many of the projects undertaken under the Instructional Leadership correlate could also apply to this correlate.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average	1983	5%	13%	70%		*
Responses for	1984	6%	15%	73%		*
Correlate	1985	1%	9%	75%		*
	1986	2%	13%	77%		*

Total Number of Items	8
Number in which significant improvement occurred	0
Number in which significant decline occurred	0


MUNN CORRELATES
% STAFF INDIC. AS STNGTH.
100
80
60
40
20
0
1983
1984
1985
1986
+ FREQ. MONITOR.
× HOME-SCHOOL
✱ PROJECT GOAL

MUNN

Home-School Relations

I. Results of May 1985 Needs Assessment

Six of the nine topics in this portion of the survey are areas of strength. More attention, however, needs to be given to homework.

II. 1985-86 Activities

A committee surveyed parents and teachers and then prepared a homework policy for the school

III. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average	1983	22%	23%	52%		
Responses for	1984	15%	24%	58%		
Correlate	1985	10%	21%	63%		
	1986	7%	19%	69%		*

Total Number of Items	9
Number in which significant improvement occurred	1
Number in which significant decline occurred	1

Significant improvement occurred between 1985 and 1986 in teacher responses to the following question:

70. The school has a written policy on homework and homework is regularly assigned to all students.

Significant decline occurred between 1985 and 1986 in teacher responses to the following question:

66. Patents are directly involved in supporting the school program.

TOWN LINE

Safe and Orderly Environment

I. Results of May 1985 Needs Assessment

This correlate is in place.

II. 1985-86 Activities

An Assertive Discipline Workshop for the total staff was held on the fall Superintendent's Conference Day.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average Responses for Correlate	1983	6%	27%	66%		*
	1984	6	20	75		*
	1985	2	12	85		*
	1986	1	13	86		*

Total number of items	5
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

TOWN LINE

Clear School Mission

I. Results of May 1985 Needs Assessment

Ten of the eleven topics covered in this section of the Connecticut survey are areas of strength. The correlate is in place.

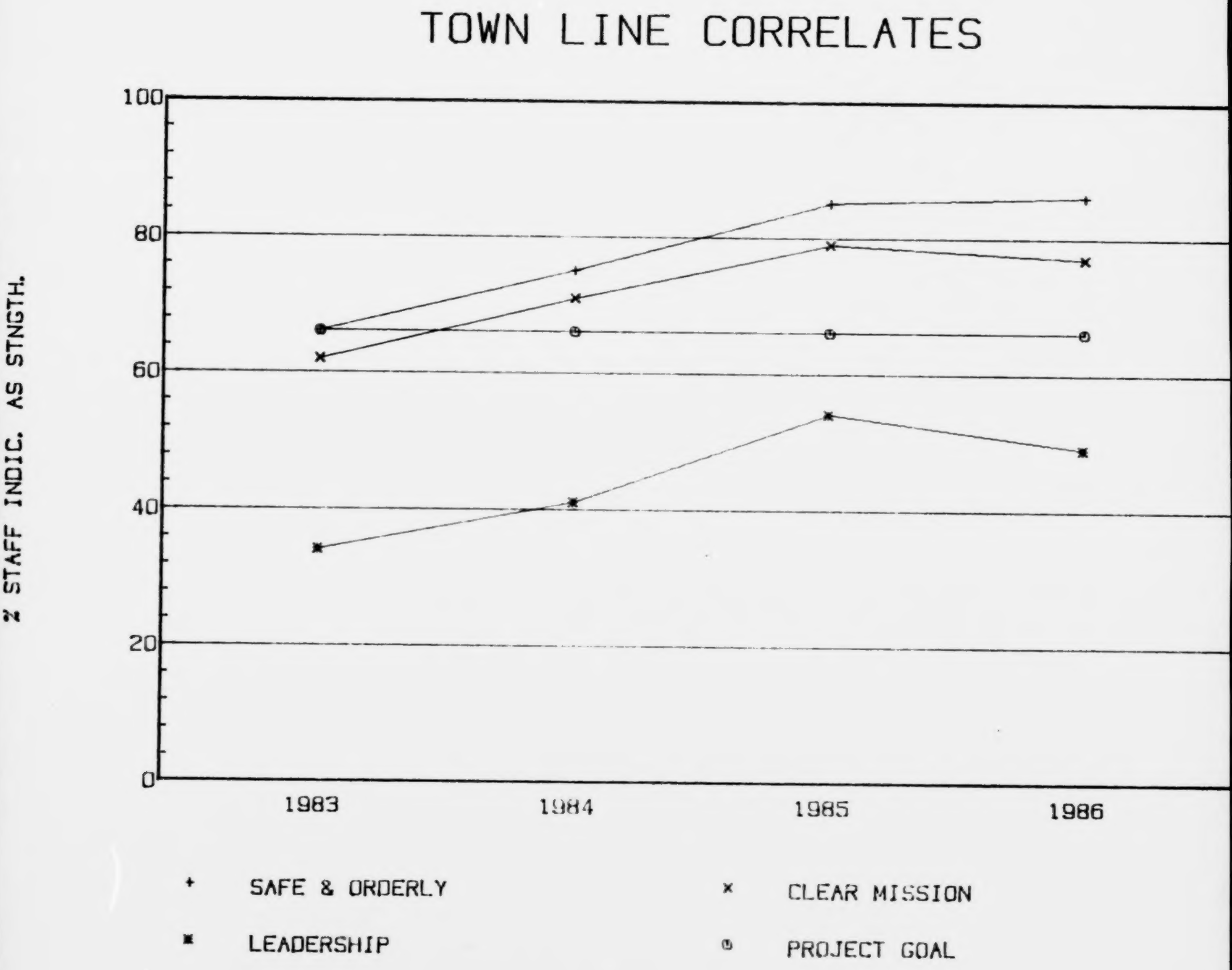
II. 1985-86 Activities

"We chanted [the mission statement], disbursed it, and promoted it as the basis of our instructional program around school and in the classrooms."

III. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	13%	15%	62%		
	1984	5	12	71		*
	1985	1	10	79		*
	1986	3	10	77		*

Total number of items	11
Number in which significant improvement occurred	0
Number in which significant decline occurred	0


TOWN LINE CORRELATES
% STAFF INDIC. AS STNGTH.
100
80
60
40
20
0
1983
1984
1985
1986
+ SAFE & ORDERLY
× CLEAR MISSION
✱ LEADERSHIP
⊕ PROJECT GOAL

TOWN LINE

Instructional Leadership

I. Results of May 1985 Needs Assessment

Eleven of the nineteen items show significant improvement since 1983. Declines occurred, however, over the past two or three years on three items.

II. 1985-86 Activities

A. A number of teachers took Elements of Instruction.

B. The principal participated in the Elements of Instruction Leadership Training Program. In connection with this he taught in a number of classrooms and participated in frequent clinical supervision conferences with elements teachers.

C. Group meetings were held with elements teachers to review and maintain skills.

D. Instructional topics were placed on faculty meeting agendas.

E. Brainstorming occurred on improving the teacher-leader role as perceived by the staff.

III. Major Products, Documents

Lesson Plan Policy

IV. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	32%	27%	34%		
	1984	29	25	41		
	1985	17	25	54		
	1986	19	27	49		

Total number of items	19
Number in which significant improvement occurred	0
Number in which significant decline occurred	1

Significant declined occurred between 1985 and 1986 in teacher responses to the following question:

25. The school requires and reviews lesson plans regularly.

TOWN LINE

High Expectations for Success

I. Results of May 1985 Needs Assessment

This correlate is an area of strength.

II. 1985-86 Activities

No major activities occurred in this area.

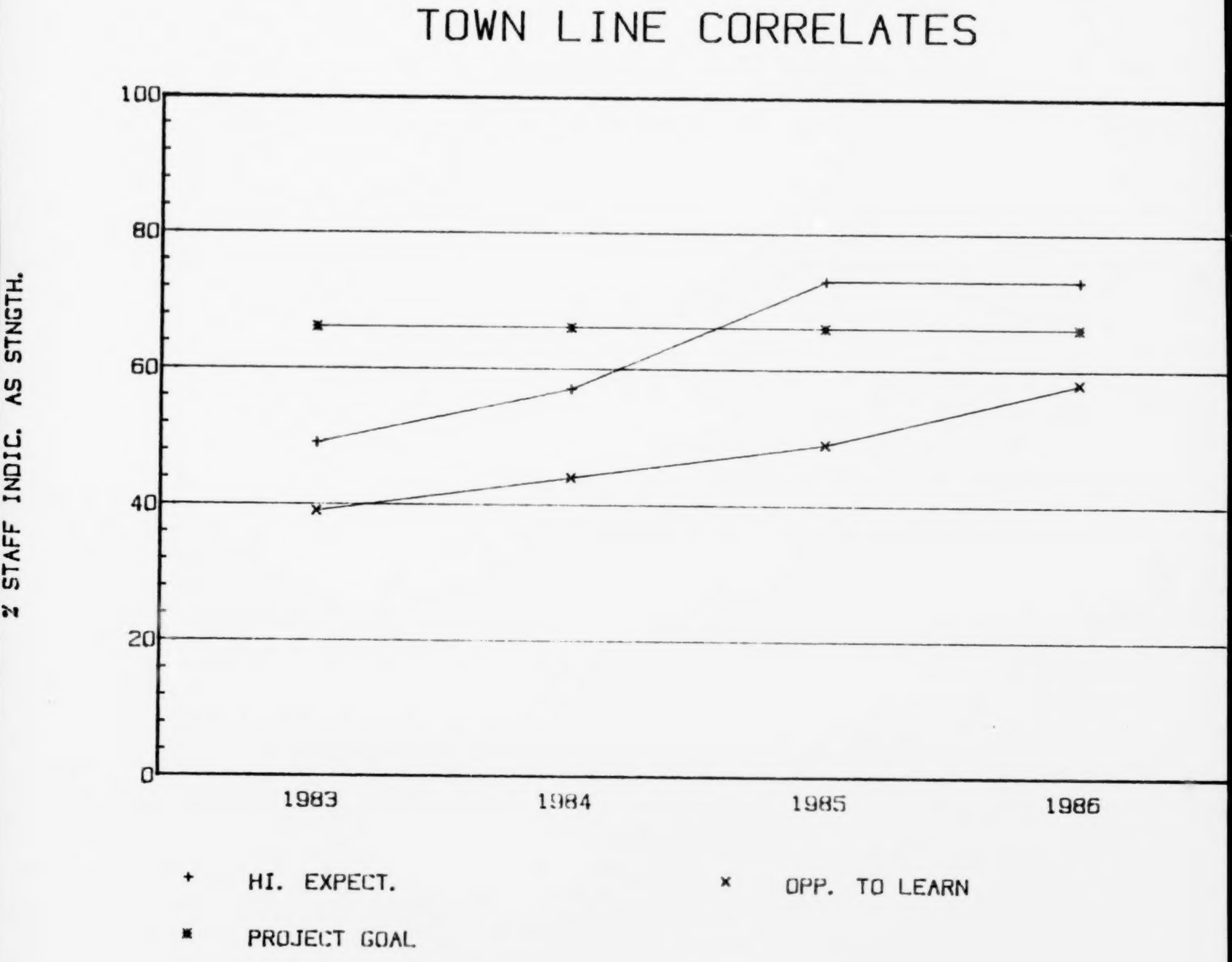
III. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	13%	27%	49%		
	1984	6	25	57		
	1985	6	12	73		*
	1986	5	12	73		*

Total number of items	10
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

38. Teachers believe that all students can master basic skills regardless of home background factors.


TOWN LINE CORRELATES
% STAFF INDIC. AS STNGTH.
100
80
60
40
20
0
1983
1984
1985
1986
+ HI. EXPECT.
× OPP. TO LEARN
✱ PROJECT GOAL

TOWN LINE

Opportunity to Learn and Student Time On Task

I. Results of May 1985 Needs Assessment

Over the past three years improvement has occurred on six of the ten topics in this correlate. Yet only about one-half of the faculty see this correlate as an area of strength.

II. 1985-86 Activities

A. Minimum time allocations for each subject were established.

B. An Assertive Discipline Program designed to maximize engaged learning time was developed.

III. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	17%	26%	39%		
	1984	22	17	44		
	1985	17	17	49		
	1986	12	16	58		

Total number of items	10
Number in which significant improvement occurred	2
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

47. At least 51 minutes per day is allocated for reading in the classroom.

48. At least 51 minutes per day is allocated for language arts in the classroom.

TOWN LINE

Frequent Monitoring of Student Progress

I. Results of May 1985 Needs Assessment

This correlate of an effective school is present.

II. 1985-86 Activities

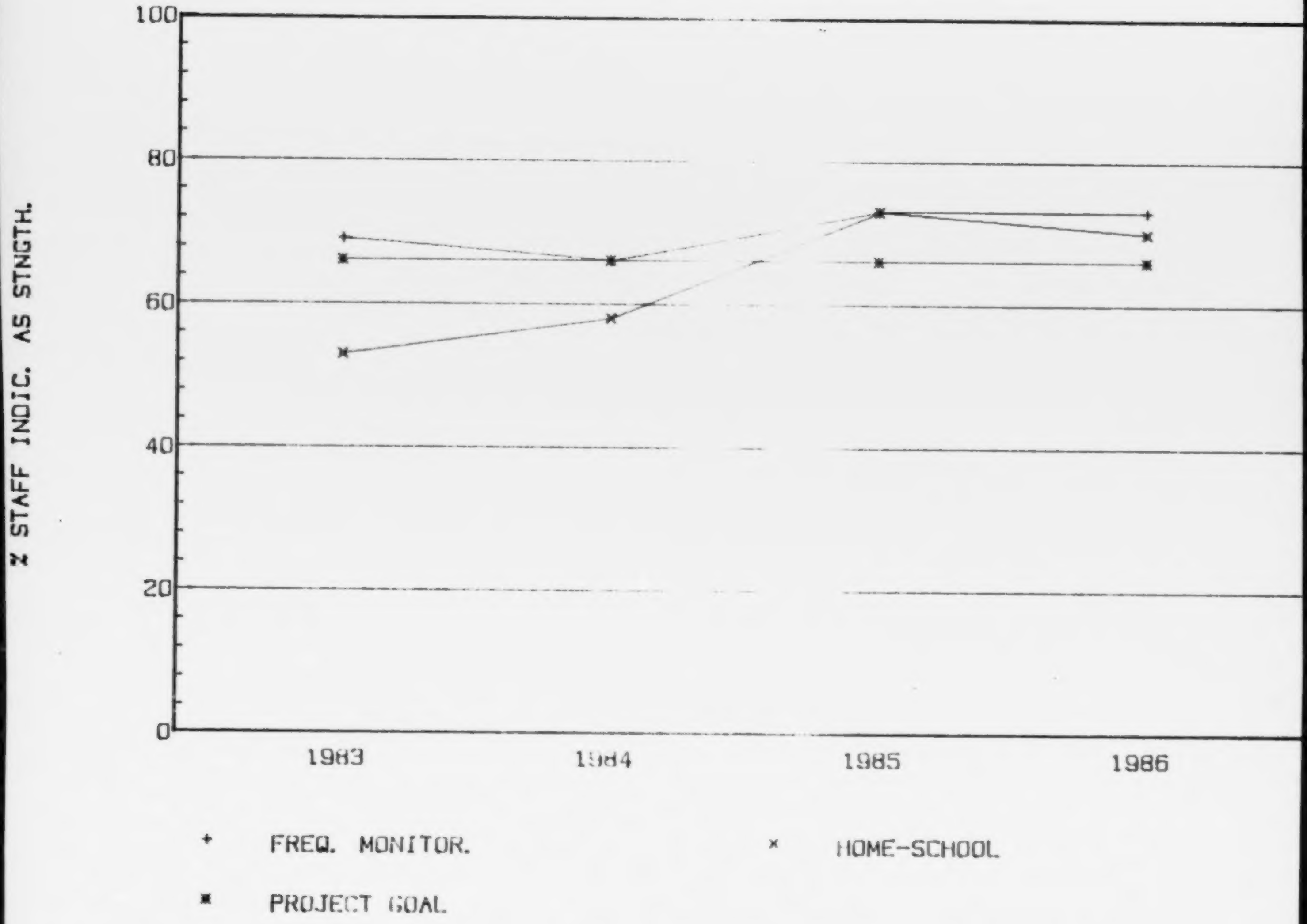
This correlate was not addressed in the Building Improvement Plan.

III. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	8%	11%	69%		*
	1984	4	17	66		*
	1985	5	11	73		*
	1986	2	13	73		*

Total number of items	8
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

TOWN LINE CORRELATES



TOWN LINE

Home-School Relations

I. Results of May 1985 Needs Assessment

This correlate of an effective school is in place.

II. 1985-86 Activities

No major activities occurred in this area.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average Responses for Correlate	1983	20%	17%	53%		
	1984	15	17	58		
	1985	10	15	73		*
	1986	7	12	70		*

Total number of items	9
Number in which significant improvement occurred	0
Number in which significant decline occurred	2

Significant decline occurred between 1985 and 1986 in teacher responses to the following questions:

70. The school has a written policy on homework, and homework is regularly assigned to all students.

71. Most parents understand and accept their role in monitoring homework.

COSGROVE

Safe and Orderly Environment

I. Results of May 1985 Needs Assessment

On three of the five topics in this section of the Connecticut Survey there was a significant decline in teacher perceptions over the past three or four years.

II. 1985-86 Activities

A. An Assertive Discipline workshop was held for all teachers on Superintendent's Conference Day.

B. Faculty meetings were held in the fall to clarify the building referral process, probation and detention.

C. Three separate surveys regarding student behavior and discipline was given to and discussed with the staff.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average Responses for Correlate	1983	17%	41%	41%		
	1984	9%	49%	42%		
	1985	14%	55%	32%		
	1986	9%	55%	37%		

Total Number of Items	5
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

COSGROVE

Clear School Mission

I. Results of May 1985 Needs Assessment

Almost two-thirds of the staff perceive this correlate as being in place.

II. 1985-86 Activities

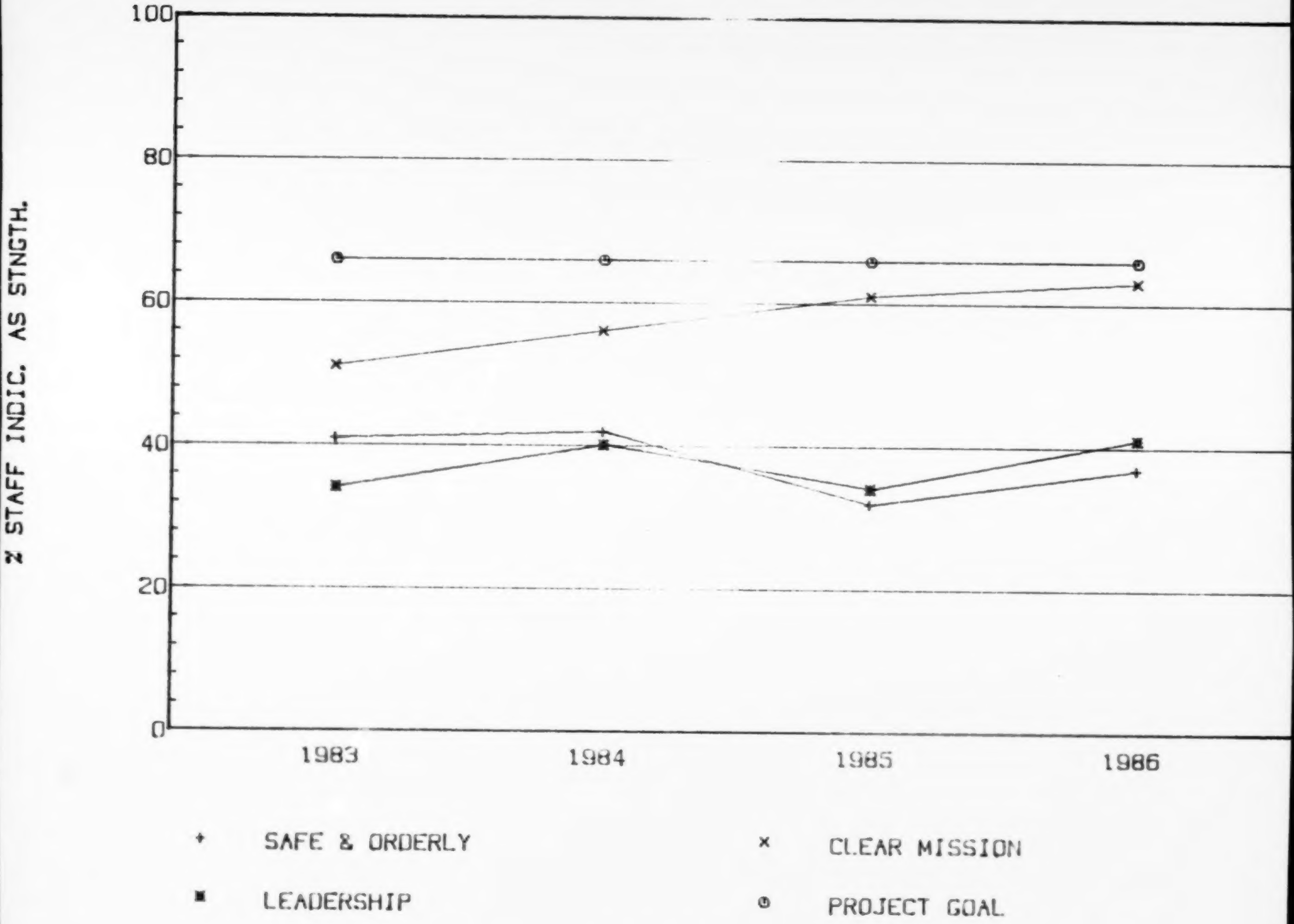
The principal reviewed testing data at faculty meetings and with teacher leaders. Teacher leaders were directed to use this data with their departments for evaluation and planning purposes.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average	1983	22%	23%	51%		
Responses for	1984	18%	23%	56%		
Correlate	1985	12%	23%	61%		
	1986	16%	19%	63%		

Total number of items	8
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

COSGROVE CORRELATES



COSGROVE

Instructional Leadership

I. Results of May 1985 Needs Assessment

The faculty feels that there is not enough emphasis on instructional improvement by building administrators.

II. 1985-86 Activities

A. Review sessions were held for teachers who have Elements of Instruction training.

B. The Clinical Supervision model was used with teachers who have had Elements of Instruction training.

C. Additional teachers were recruited to take Elements of Instruction.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average Responses for Correlate	1983	34%	28%	35%		
	1984	33%	24%	40%		
	1985	33%	26%	34%		
	1986	28%	25%	41%		

Total number of items	24
Number in which significant improvement occurred	3
Number in which significant decline occurred	1

Significant improvements occurred between 1985 and 1986 in teacher responses to the following questions:

7. The principal promotes frequent discussion of instructional improvement.

26. The principal and teachers work together to coordinate the instructional program within and between grades.

29. Faculty meetings primarily deal with instructional issues.

Significant decline occurred between 1985 and 1986 in teacher responses to the following question.

17. The school requires and reviews lesson plans regularly.

COSGROVE

High Expectations for Success

I. Results of the May 1985 Needs Assessment

This correlate is in place. Additional work needs to be done on developing a clearly defined, written set of skills and body of knowledge for all subjects.

II. 1985-86 Activities

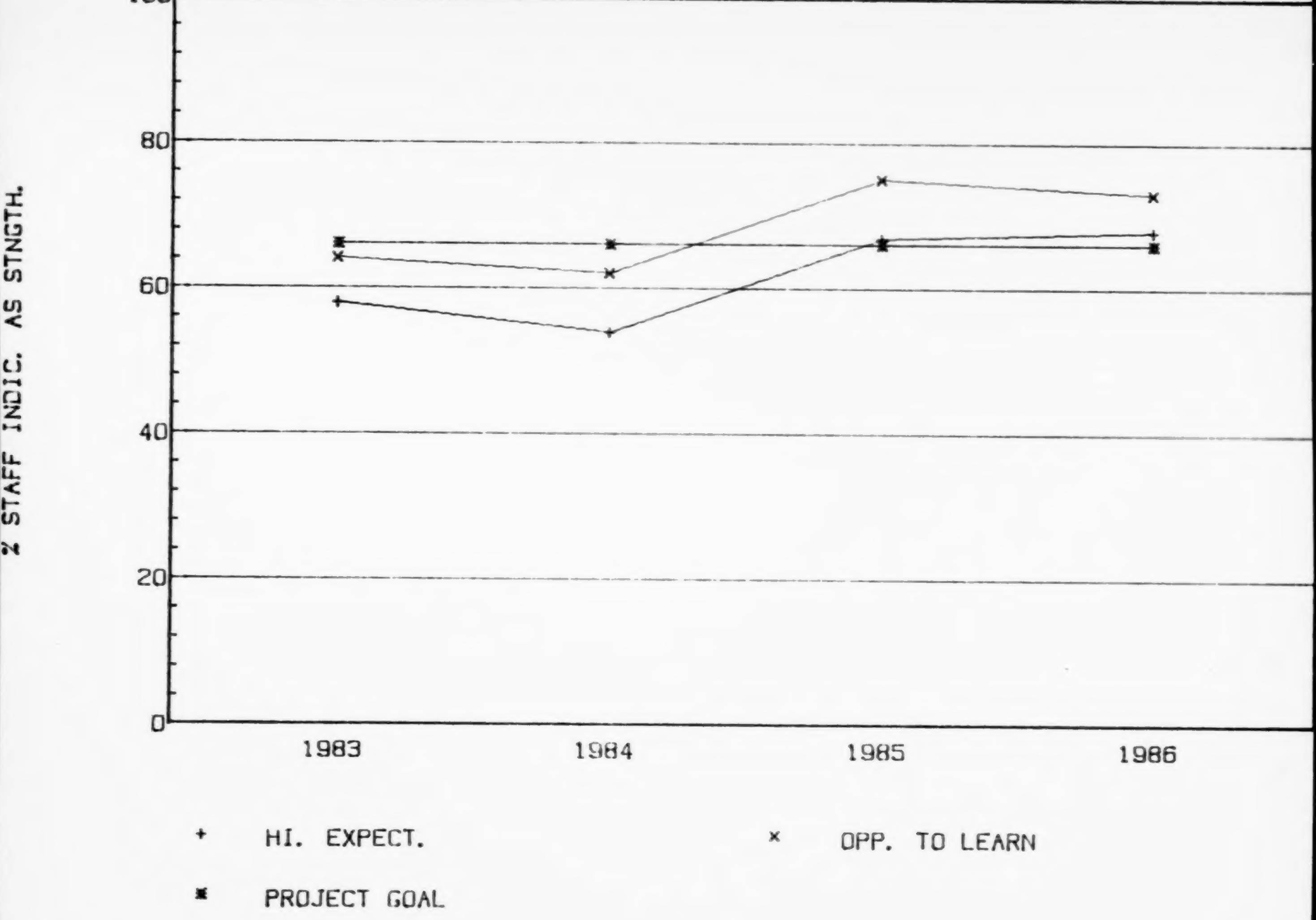
Both committee and faculty meetings were devoted to developing a complete critical body of knowledge and skills objectives to assist teachers with the subjects they teach.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average Responses for Correlate	1983	17%	23%	54%		
	1984	12%	22%	58%		
	1985	8%	16%	67%		*
	1986	9%	15%	68%		*

Total number of items	9
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

COSGROVE CORRELATES



COSGROVE

Opportunity to Learn and Student Time On Task

I. Results of May 1985 Needs Assessment

This correlate is in place.

II. 1985-86 Activities

This was not an area of major emphasis this year.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average Responses for Correlate	1983	9%	22%	64%		
	1984	9%	24%	62%		
	1985	5%	14%	75%		*
	1986	6%	17%	73%		*

Total number of items	6
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

COSGROVE

Frequent Monitoring of Student Progress

I. Results of May 1985 Needs Assessment

About one-half of the faculty perceives this correlate to be in place.

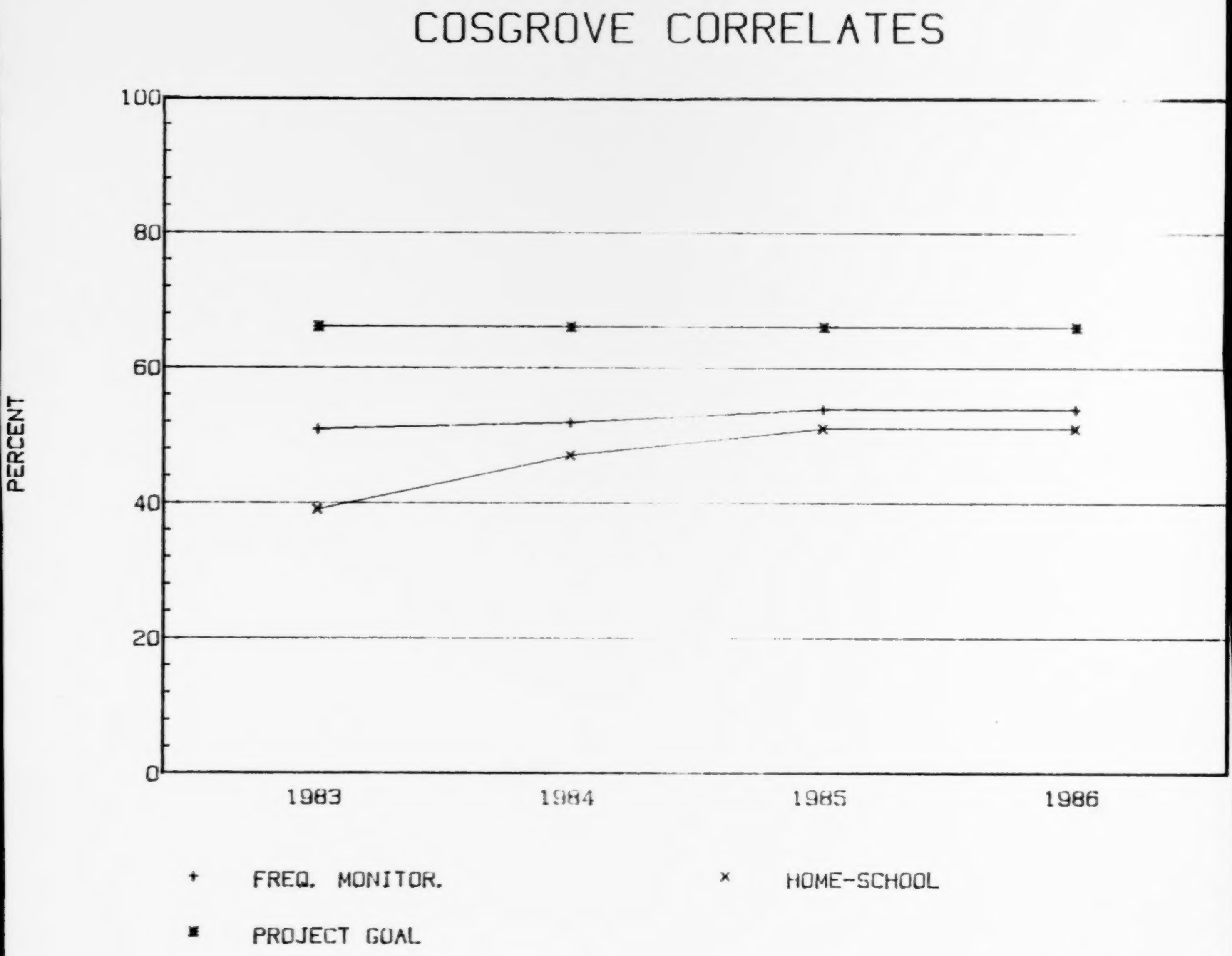
II. 1985-86 Activities

This was not an area of major emphasis this year.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average Responses for Correlate	1983	25%	12%	51%		
	1984	26%	11%	52%		
	1985	16%	9%	54%		
	1986	22%	8%	54%		

Total number of items	8
Number in which significant improvement occurred	0
Number in which significant decline occurred	0


COSGROVE CORRELATES
100
80
60
40
20
0
PERCENT
1983
1984
1985
1986
+ FREQ. MONITOR.
× HOME-SCHOOL
✱ PROJECT GOAL

COSGROVE

Home-School Relations

I. Results of May 1985 Needs Assessment

One half of the faculty perceives this correlate to be in place.

II. 1985-86 Activities

This was not an area of major emphasis this year.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average Responses for Correlate	1983	38%	18%	39%		
	1984	30%	16%	47%		
	1985	20%	21%	51%		
	1986	19%	22%	51%		

Total number of items	9
Number in which significant improvement occurred	2
Number in which significant decline occurred	1

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

67. Many parents indicate teacher contacts.

71. Parents would evaluate this school by giving a grade of A or B.

Significant decline occurred between 1985 and 1986 in teacher responses to the following question:

63. There is an active parent organization.

WILSON

Safe and Orderly Environment

I. Results of the May 1985 Needs Assessment

One-third of the faculty perceives this correlate as being in place. There was a significant drop in faculty response to the topic: "Adults and students feel that the atmosphere of the building is safe and orderly."

II. 1985-86 Activities

A. An Assertive Discipline Workshop was held on Superintendent's Conference Day.

B. A subcommittee assisted teachers in developing classroom level rules based upon Assertive Discipline concepts.

C. Conscious efforts were made to improve communications regarding this committee.

III. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	11%	57%	31%		
	1984	9	59	32		
	1985	17	45	38		
	1986	5	25	69		*

Total number of items	5
Number in which significant improvement occurred	5
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

1. Adults and students feel that the atmosphere of the building is safe and orderly.
2. School and class behavior are generally acceptable.
3. Discipline is a shared responsibility in the school.
4. The school building is clean and well taken care of by staff and students.
5. Students are generally positive about school and learning.

WILSON

Clear School Mission

I. Results of May 1985 Needs Assessment

This correlate of an effective school is in place.

II. 1985-86 Activities

This was not an area of major emphasis this year.

III. Results of the May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	21%	21%	54%		
	1984	17	23	59		
	1985	9	16	69		*
	1986	4	10	83		*

Total number of items	8
Number in which significant improvement occurred	3
Number in which significant decline occurred	0

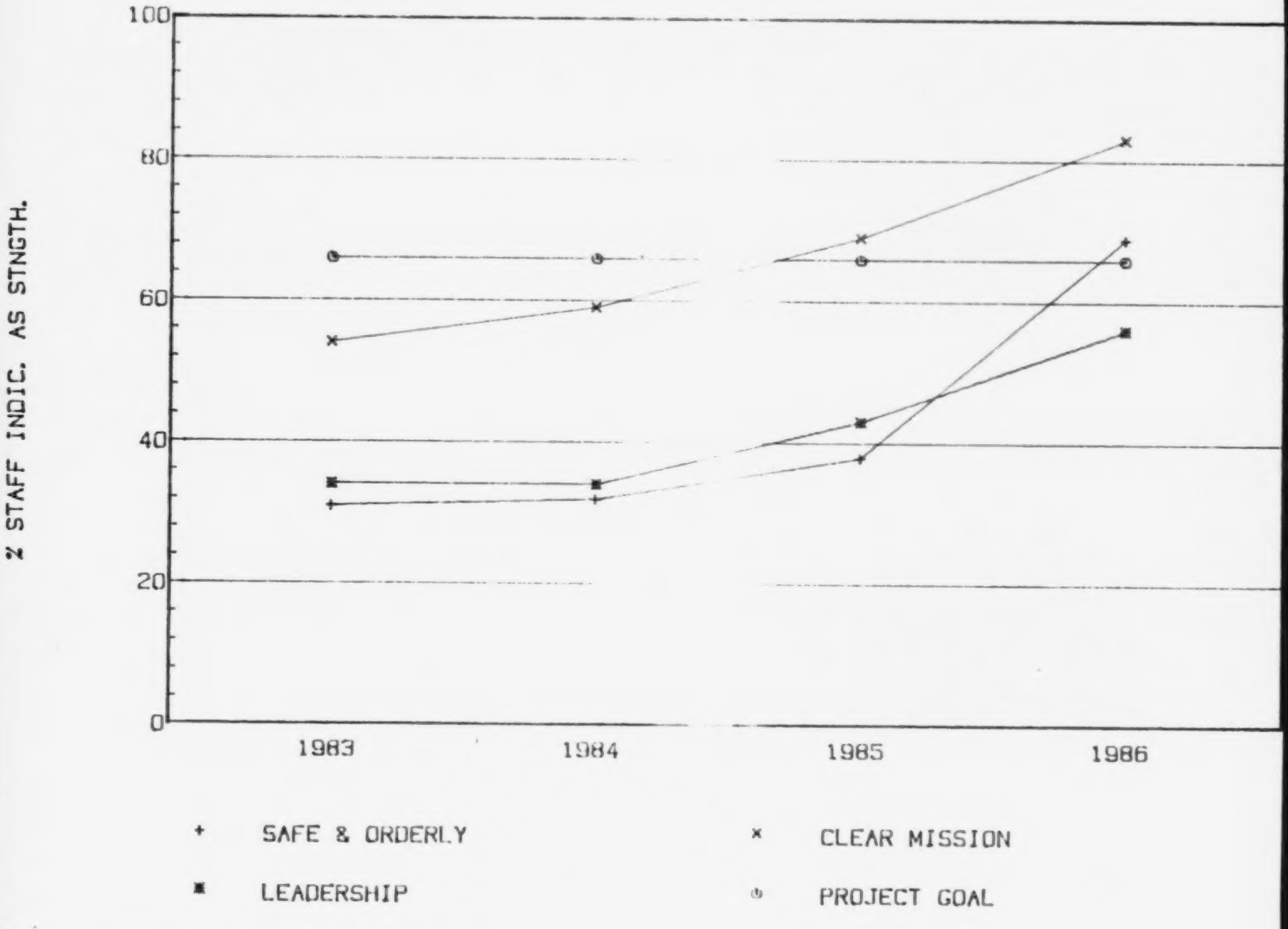
Significant improvement occurred between 1984 and 1985 in teacher responses to the following questions:

26. There is a written statement of purpose which guides the instructional program of this school.

29. Each grade level or subject area has an identified set of skills or objectives that students are expected to master.

30. Written sequential objectives exist for the courses in this academic area.

WILSON CORRELATES



WILSON

Instructional Leadership

I. Results of May 1985 Needs Assessment

About two-fifths of the faculty perceives this correlate as being in place. There are role definition concerns which need to be addressed by both administrators and teacher leaders.

II. 1985-86 Activities

A. The principal interacted with teacher leaders who worked with their department in developing departmental goals for the year.

B. A plan for working with teachers trained in Elements of Instruction was developed.

C. Clinical Supervision conferences were held with teachers who had taken Elements.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average	1983	41%	22%	34%		
Responses for	1984	42%	23%	34%		
Correlate	1985	31%	24%	43%		
	1986	21%	19%	56%		

Total Number of Items	18
Number in which significant improvement occurred	5
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

6. Instructional leadership is provided by the principal.

7. The principal or assistant principal promotes frequent discussion of instructional improvement.

19. The principal or assistant principal regularly arranges or promotes staff development activities.

21. The principal or assistant principal and teachers work together to coordinate the instructional program within and between grades.

23. Faculty meetings deal primarily with instructional issues.

WILSON

High Expectations for Success

I. Results of May 1985 Needs Assessment

This correlate of an effective school is in place.

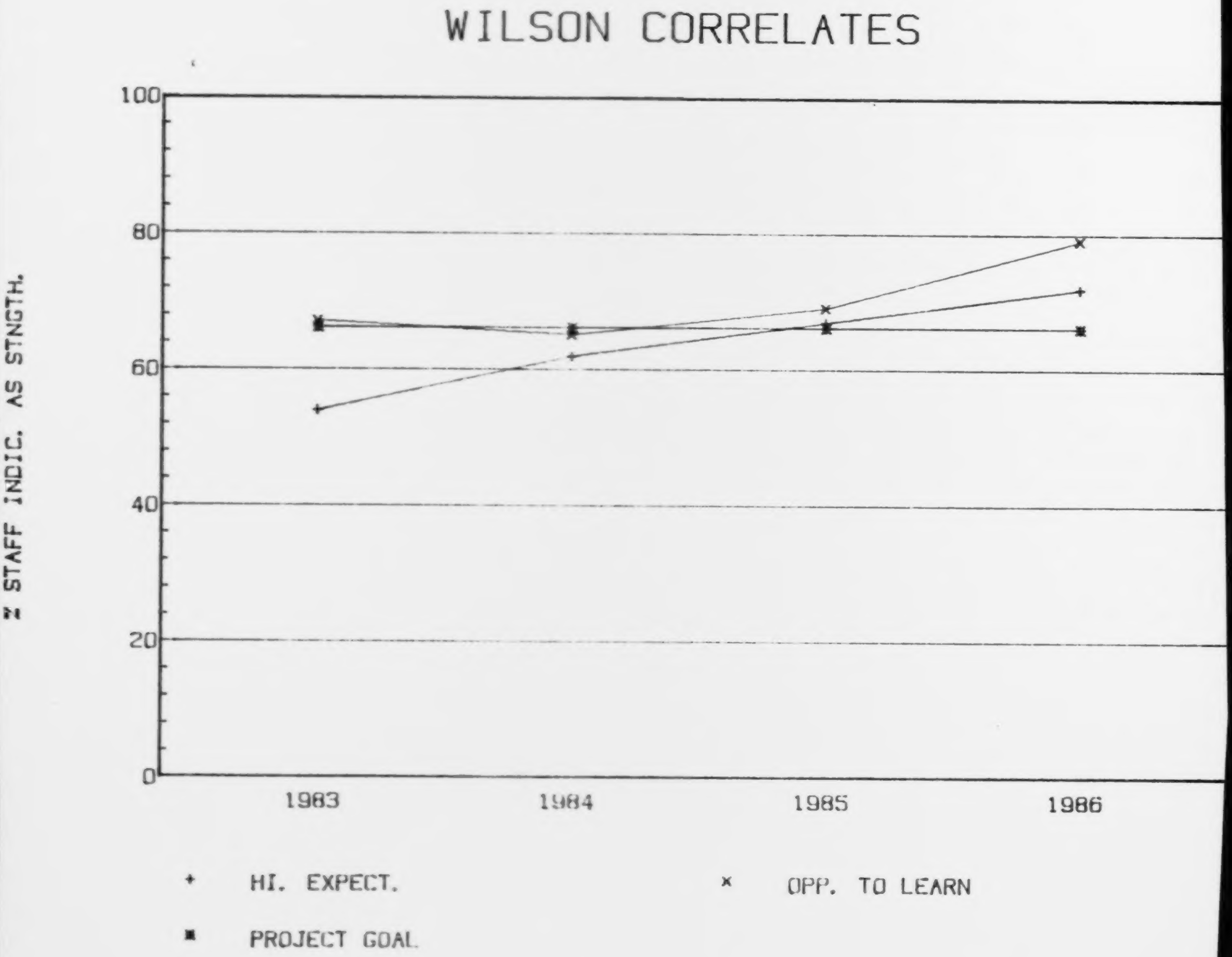
II. 1985-86 Activities

This was not an area of major emphasis this year.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average	1983	19%	20%	54%		
Responses for	1984	16%	18%	62%		
Correlate	1985	12%	16%	67%		*
	1986	6%	15%	72%		*

Total Number of Items	9
Number in which significant improvement occurred	0
Number in which significant decline occurred	0


WILSON CORRELATES
% STAFF INDIC. AS STNGTH.
100
80
60
40
20
0
1983
1984
1985
1986
+ HI. EXPECT.
× OPP. TO LEARN
■ PROJECT GOAL

Opportunity to Learn and Student Time on Task

I. Results of May 1985 Needs Assessment

This correlate of an effective school is in place.

II. 1985-86 Activities

This was not an area of major emphasis this year.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average	1983	9%	17%	67%		*
Responses for	1984	9%	24%	65%		
Correlate	1985	7%	19%	69%		*
	1986	3%	12%	79%		*

Total Number of Items	6
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following question:

45. There are few student disruptions during class.

WILSON

Frequent Monitoring of Student Progress

I. Results of May 1985 Needs Assessment

Three-fifths of the faculty perceive this correlate as being in place. Work needs to continue on developing skill objectives for non-Regents courses and expanding this to Regents courses.

II. 1985-86 Activities

A. Summer curriculum funds were spent to facilitate the development of these objectives.

B. Where skill objectives had not been developed, timelines for their completion were established.

III. Results of May 1986 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average	1983	24%	9%	48%		
Responses for	1984	25%	12%	56%		
Correlate	1985	26%	12%	61%		
	1986	7%	8%	74%		*

Total Number of Items	8
Number in which significant improvement occurred	5
Number in which significant decline occurred	0

Significant improvement occurred between 1985 and 1986 in teacher responses to the following questions:

50. Annual standardized test results are systematically used to evaluate program objectives.

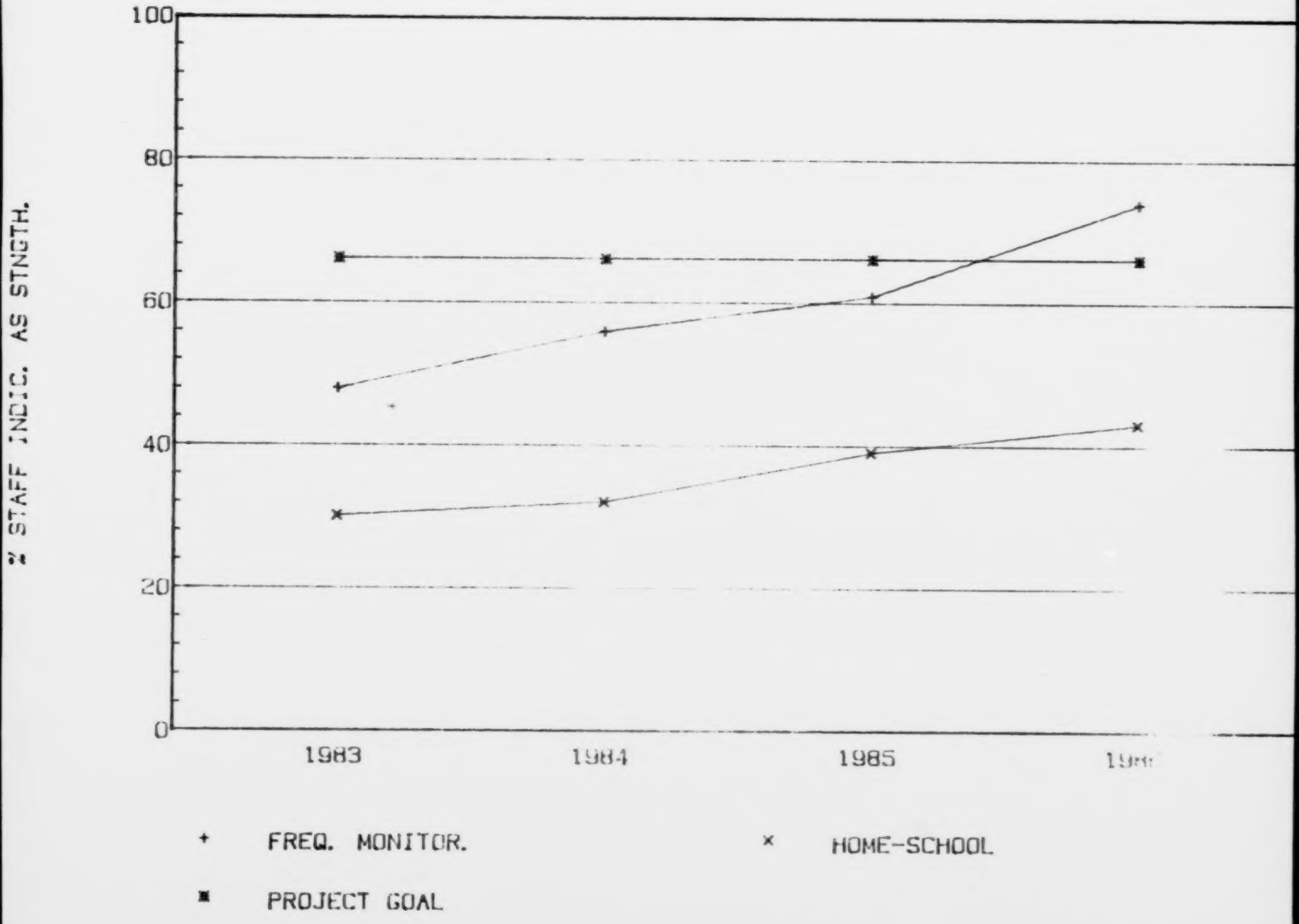
51. The standardized tests used in this school are a valid measure of the curriculum in my academic area.

53. Student progress in class is assessed systematically by various methods, CRT's, unit tests, student work, etc.

55. There is a criterion-referenced testing program in my academic area.

56. Individual teachers use CRT's to check student mastery and to plan the next instructional sequence for their group.

WILSON CORRELATES



WILSON

Home-School Relations

I. Results of May 1985 Needs Assessment

Two-fifths of the faculty perceive this correlate as being present.

II. 1985-86 Activities

This was not an area of major emphasis this year.

III. Results of May 1986 Needs Assessment

					Area of Major	
		Concern	Neutral	Strength	Concern	Strength
Average	1983	45%	17%	30%		
Responses for	1984	48%	18%	32%		
Correlate	1985	39%	19%	39%		
	1986	31%	17%	43%		

Total Number of Items	9
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

APPENDIX

APPENDIX A

HOW TO READ A DISAGGREGATED ANALYSIS

Disaggregated analyses are a part of a project conducted by the Spencerport Central School District to determine whether the results of recent research on the characteristics of instructionally effective schools and teaching which were done primarily in urban minority school buildings are applicable to suburban middle class school systems. One part of the project is to study individual student achievement results for each building to see if they vary according to the differing socio-economic levels of the students in order to answer the question: Is the proportion of students from one socio-economic class which masters, or fails, a subject the same as the proportion for students from another socio-economic class? The following is a report of findings for one of the buildings in the district.

To help the reader, a brief precis of key definitions and concepts and a sample matrix with explanatory notes follow.

An effective school is one where ninety-five, or greater, percent of all the students at each grade level demonstrate minimum mastery. Further, there shall be no significant difference in the proportion of youth demonstrating academic mastery as a function of socio-economic class. These two conditions shall have been obtained for a minimum of three academic years.

Minimum academic mastery means that a student will have been prepared so that he or she will be predictably successful in the next grade--either in his or her current school, or in any other school district throughout the nation. It is determined by performance on a standardized academic achievement test. The cut-off point for minimum academic mastery differs from test to test, e.g., on the Stanford Achievement Test it is the fortieth percentile; Regents exam--sixty-five percent; Regents Competency Test Reading--a raw score of fifty-one for students graduating in June 1986. The exact cut-off point for each test is indicated on each disaggregated analysis.

Socio-economic class is determined by the number of years of formal education the mother has. If the level of the mother's formal education is not available then the level of the father's formal education is used.

Since all residents do not normally return the census cards promptly, we used the records for the eighty-four percent of the children for whom we have socio-economic data. A comparison of the data on the census cards with the 1980 U.S. Census shows that this is a representative sample.

The levels of the mothers' formal education reported were:

Grades	Frequency	Percent
9-11	189	6.7%
12	1,516	53.4
13-20	1,134	39.9

After consultation with Dr. Lezotte, it was decided to have one socio-economic group consist of grades 9-12 and the other of grades 13-20.

Below is a sample disaggregated analysis.

Stanford Achievement Test, Total Math - Grade X(a)

No Option II Students Included(b)

	High School(c)	Post High School(d)
Minimum Academic Mastery	28-78%(f)	23-88%
40%ile(e)		
Below Minimum Mastery	8-22%	3-12%(g)

(a) Test and grade level.

(b) Indication as to whether or not students with Learning Disabilities were included in this analysis.

(c) Socio-economic group. High School means those students whose mothers' level of formal education was graduation from high school or less.

(d) Socio-economic group. Post High School means those students whose mothers completed at least one year or formal education beyond high school.

(e) Cut-off point for minimum academic mastery.

(f) Twenty-eight is 78% of thirty-six, i.e., 28 + 8--the total number of students who come from a home where the mother has a high school education or less.

(g) Three is 12% of twenty-six, i.e., 23 + 3--the total number of students who come from a home where the mother has formal education beyond high school.

Below is another sample disaggregated analysis; immediately underneath it is a statement regarding its content.

Stanford Achievement Test, Reading Comprehension - Grade X

Option II Students Included

	High School	Post High School
Minimum Academic Mastery	92-73%	66-78%
40%ile		
Below Minimum Mastery	34-27%	19-22%

For the students in Grade X, including students with learning disabilities, who took the Reading Comprehension portion of the Stanford Achievement Test, 73% of those whose mothers had a high school education or less demonstrated minimum academic mastery, or better. For those students whose mothers had formal education beyond high school, 78% demonstrated minimum academic mastery, or better.

These tables will be used as follows:

1. An inspection of the data will show whether or not the criteria for effectiveness (set forth briefly above) has been attained.

2. The Building Planning Teams wil use this data to help develop a plan of action for their building.

3. The data in these tables will be used to determine the impact of the Building Plan upon student achievement.

APPENDIX B

MASTER PLAN

SPENCERPORT CENTRAL SCHOOLS
SPENCERPORT, NEW YORK

MORE EFFECTIVE SCHOOLS/TEACHING PROJECT

REPORT OF THE LEADERSHIP PLANNING TEAM
TO THE
SUPERINTENDENT OF SCHOOLS

JUNE 13, 1983

INTRODUCTION

In January, 1983 the Board of Education approved a project whereby the school district would investigate recent research on the characteristics of effective schools and of effective teaching. This project would be done in cooperation with the Institute of Research on Teaching, College of Education, Michigan State University.

One aspect of this project was the formation of a Leadership Planning Team consisting of key personnel from throughout the school system. Its purpose is "to develop a detailed plan of action for the entire school system. On the last day of the workshop, the team would present a proposed model which the Superintendent would either approve, accept in part, or reject. If the Superintendent either rejects the model or accepts it in part, the Team must revise it and present it again to the Superintendent for approval."

In order to fulfill its task, the Team met three times: March 28, 29, and April 19. The first two meetings were, in effect, an intensive seminar conducted by Dr. Ronald Edmonds and Dr. Larry Lezotte from Michigan State University. As a part of their presentation they gave the Team thirty-three articles to read. The April 19 meeting was a combination of further inservice education led by Drs. Lezotte and Edmonds, plus preliminary planning for this report.

In addition to the intensive seminar presented to the Leadership Planning Team, workshops of various intensity were conducted for principals, the Administrative Council, the Curriculum Council, the STAExecutive Commitee and the Board of Education. Further, a full-day workshop was held for all teachers and administrators in May, 1983.

This report then is presented to the Superintendent of Schools by the Leadership Planning Team to fulfill its responsibilities as outlined above.

LEADERSHIP PLANNING TEAM

1982-83

Bernabi		
John Berardicurti	Grade 5	Teacher Leader, Health
Tony Marcello	Grade 5	Team Leader
Munn		
Frank Cardella	Grade 1	Teacher Leader, Math
Sue LaManque	Grade 2	Teacher Leader, Soc. Studies
Town Line		
Jim Alexander	Grade 6	Teacher Leader, Science
Sally Henry	Grade 3	Teacher Leader, Math
Cosgrove		
Dick Anderson		Teacher Leader, Science
Terry Hedges		Teacher Leader, English
Bob Kincaid		Teacher Leader, Math
Wilson		
Milt Danko		Teacher Leader, Math
Joan Kuyon		Teacher Leader, Home Ec
Bob Nichol		Teacher Leader, Math
Bonnie Seaburn		Teacher Leader, Guidance
STA		
Deanna Lammes	Jr. High	Foreign Language
Building Administration		
Louise Sprecher		Principal, Bernabi School
Matt Natalie		Principal, Munn School
Milt Ryan		Principal, Town Line School
Manuel Panarites		Principal, Cosgrove Jr. High
Bill Selander		Principal, Wilson Sr. High
District Office		
Frank Ferris		Testing & Evaluation
Bob Sudlow		Curriculum & Instruction
Resource Personnel		
Ronald Edmonds		Michigan State University
Larry Lazotte		Michigan State University

PROJECT GOAL

We recommend that the following primary goal be adopted for each building (Bernabi, Munn, Town Line, Cosgrove and Wilson/Trowbridge) in the Spencerport Central School District:

> The instructional program in each building shall be effective. Effective is defined as the combination of all of the following:
>
> A. Ninety-five, or greater, percent of all the students at each grade level shall demonstrate minimum academic mastery. Children in Learning Disabilities classes shall be included in building analyses. The effect of the inclusion of the children on the total population shall be carefully monitored and analyzed.
>
> B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.
>
> C. The above two conditions shall have been obtained for a minimum of three consecutive years.
>
> Should a school building not be effective according to the criteria of the Primary Goal (above) and its implementing Definitions (below) and Standards (below), then we recommend that the following definition of school improvement be used until the building attains effectiveness.
>
> A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery, and
>
> B. There shall be an annual decrease in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

CONCOMITANT GOAL

Evaluations of ongoing school improvement projects shows that as overall achievement rises, outstanding individual achievement also rises. Therefore we recommend that the district monitor various indicators to see if the number of students with outstanding achievement rises. (It should be noted that the Leadership Planning Team strongly recommends that building plans center solely around achieving the Primary Goal.)

PRIORITIES

In order to emphasize that the instructional program is aimed primarily at the intellectual domain and in order to reemphasize the priorities that this school district cares most about, we recommend that the Board of Education reaffirm the rank order priority for the four basic purposes of education, namely:

A. Intellectual Dimension
B. Social Dimension
C. Personal Dimension
D. Productive Dimension

DEFINITIONS

In order to implement the Primary Goal, we recommend that the following definitions be approved:

A. Minimum Academic Mastery--Students who achieve this have been prepared so that they will be predictably successful in the next grade either in this or in any other school district throughout the nation. Minimum academic mastery shall be measured by performance on a standardized achievement (norm or criterion referenced) test. The cut-off point between minimum and unsuccessful academic mastery shall be established in advance.

B. Socio-economic class is determined by the number of years of formal education which the mother of a child has. If the level of the mother's formal education is not available, then the level of the father's formal education will be used. Should a child not be living with his or her parents, then the number of years of formal education which the female (or the male) has in the household in which the child is residing shall be used.

STANDARDS FOR MONITORING
THE MINIMUM ACADEMIC
MASTERY GOAL

Because the district is for the first time administering in May, 1983 the 1982 editions of the Stanford Achievement Test, there is no local trend line data upon which to base the following recommendation. Accordingly the perceptions of the Leadership Planning Team, reading directors and of educational researchers in Monroe County were sought regarding which percentile would indicate acquisition of enough skills so that a student would do well in the next grade level. Also, student performance on several related standardized tests were examined. It was found that:

A. Approximately sixteen percent of the students in 1980-81 in grades 1-12 who took the Iowa Silent Reading Test or the Metropolitan Achievement Test in reading scored below the 40th percentile. In 1981-82 it was ten percent.

B. Approximately twenty-two percent of the tenth graders who took the Stanford Achievement Test in reading October, 1982 scored below the 40th percentile.

Accordingly the Team recommends that for grades K-8, minimum academic mastery shall be set at the fortieth percentile, that is stanine five, on the Stanford Achievement Test. Since the fortieth percentile is an interim cut-off point, it will be reexamined in 1983-84.

The specific tests to be used and the cut-off points for each are listed below.

1. For grades 1-6: Reading Comprehension and Total Math Scores--40th percentile.
2. For grades 7-8:
   a. Seventh grade--reading comprehension, language, total listening, total math--40th percentile.
   b. Eighth grade
      (1) Reading comprehension, total math, total listening, language, science, social studies--40th percentile.
      (2) New York State Preliminary Competency Test in Writing--Statewide Reference Point.
3. For grades 9-12:
   a. Areas in which 100% of all of the students at a grade level take a test.
      (1) Ninth grade math
         (a) Math 9 Regents Exam--65%
         (b) Math 10 Regents Exam--65%
         (c) New York State Math Regents Competency Test--65%
      (2) Tenth Grade
         Stanford Task II Test
         (a) October 1982 - total reading--40th percentile.
         (b) Starting October 1983 - total reading and total math--40th percentile.

(3) Eleventh Grade English
    (a) Comprehensive English Regents Exam--65%
    (b) Reading Regents Competency Test--Statewide Reference Point
    (c) Writing Regents Competency Test--65%

STANDARDS FOR MONITORING THE CONCOMITANT GOAL

The team recommends the following standards:

1. There shall be an annual evaluation of the percentage of students demonstrating superior academic mastery as demonstrated either by scoring in stanines seven, eight and nine on the Stanford Achievement Test or by scoring at or above 90% on a Regents exam.
2. For those subjects in which a significant percentage of the students take a Regents exam:
    a. A score of 65% or better
    b. An annual increase in the percentage of students taking the exam.

ASSUMPTIONS

The effective schools/teaching literature and/or the district's consultants have identified a number of assumptions upon which effective schools/teaching rest. In order for the Spencerport project to be successful, these assumptions need to be identified and accepted as a formal part of this project. We recommend that the following assumptions be approved:

1. Virtually all students are educable when educability is defined as pupil acquisition of basic school skills.
2. Research concludes that the school effects are more powerful than familial effects. This conclusion must not be taken to mean that there is no familial effect in pupil acquisition of academic skills. In some families, background does not limit a student's ability to acquire basic school skills; but some families can enhance student achievement well beyond basic school skills.

3. a. Annually the goal of education for each youth is to bring him or her to at least the standard of minimum academic performance for that grade level so that he or she can perform successfully in the next grade level.
   b. Further, the goal of education is to prepare students so that they can make as many choices as possible. Thus upon graduation from high school all students should be able, as a result of their education, to choose whether or not to enter college, or to attend another form of post high school education, or to obtain a job.
4. There is a positive correlation between academic student achievement and staff expectations.
5. An emphasis upon learning, upon academic achievement, is the prime purpose of public education.
6. Teachers and principals can and do make a key difference in the quality of education each child receives.
7. A school building is a complex social system with a set of norms, beliefs and patterns of behavior which can facilitate or hinder learning.
8. Collaborative, cooperative, collegial, supportive, non-coercive planning especially at the building level and accompanied by support from District Office personnel is the key approach to improvement.
9. The building principal has a key role in establishing the climate of his or her building.
10. Change is a process, a series of related events. It is not one event.
11. Ideal change fosters ownership and commitment by all participants.
12. In many ways, the schools in this district are effective. The challenge is to make them more effective.
13. This project affects all school personnel.

14. Because the climate of a school is dependent upon all of its occupants, the individual school building as a whole is the strategic unit for planned change. To obtain change, attention must be paid to the culture of the school; focusing on the behavior of individual teachers or students is not sufficient.

15. Focusing on effective schools research may necessitate realignment of other priorities within the building.

CHANGE MODEL

So that each school building can efficiently and effectively study itself and, if needed, make appropriate changes, we recommend that the following model be used:

I. School Building Needs Assessment

  A. Achievement Profile--A disaggregate analysis shall be done for each subject identified in "Standards for Monitoring the Minimum Academic Mastery Goal" above. A disaggregate analysis is a comparison of the percent of students from the lower socio-economic class who score at or below the minimum standard for academic mastery.

  B. School Profile--The results of the Connecticut Instrument which were given to all teachers, principals and assistant principals on May 20, 1983.

II. School Planning Committee

  A. A Planning Committee shall be formed in each building. It shall be broadly representative of the total faculty. It shall consist of the building principal, the current members of the Leadership Planning Team from that building, and:

    1. K-6 -- two additional teachers
    2. 7-8 -- two additional teachers and an assistant principal
    3. 9-12 -- one additional teacher and an assistant principal

B. The functions of the School Planning Committee shall

1. To develop a plan for the building based upon the needs assessment data. This plan shall emphasize strengths and areas of needed improvement.
2. To identify and agree upon the most important needs and subsequent objectives.
3. a. To develop an appropriate written plan of action for the school year unique to the school's needs.
    b. Insofar as possible this plan shall be based upon programs and/or practices which current research literature has shown to be effective; namely, they produce increases in student achievement.
    c. To have available support consulting assistance and specific journals, models and examples of strategies which work.
4. To share this plan of action with the total faculty on September 7, 1983 for the purposes of study, discussion and change before adopting a final plan of action by October 1, 1983. In order to properly do this, the Team recommends that there be a half-day of school on September 7, 1983.
5. To establish specific vehicles for both formal and informal ongoing communication with the faculty so that its deliberations are, and are perceived as, open.
6. To establish regular opportunities for input and review throughout the school year.
7. To meet periodically throughout the year to monitor and to facilitate the implementation of the plan.
8. To prepare a new plan for the second and future years based upon the annual evaluation of the building plan.

III. School Building Plan

A. We recommend:

1. That each Building Planning Committee meet this summer and develop a prioritized draft plan to present to the faculty upon the opening of school.
2. That as soon as the draft plan is written this summer that it be sent to Drs. Lezotte and Edmonds for review.
3. That after the faculty has had an opportunity to review the draft plan and suggest changes, the subsequent draft be sent to Drs. Edmonds and Lezotte for review.
4. Then the School Planning Committee shall officially approve the plan for 1983-84 and forward it to the Superintendent of Schools for final review and approval. This must be forwarded to the Superintendent by no later than October 1, 1983.

B. Any plan of action developed to become an effective school shall seek to modify only those things which are under the control of the building.

IV. Implementation of the Plan

This shall consist of steps 5, 6 and 7 under item II. B. immediately above, plus other appropriate activities.

V. On-Going Pupil Assessment

Specific procedures shall be established by the principal and faculty to monitor throughout the year the academic progress of students.

VI. Annual Evaluation

This shall consist first and primarily of the computation of a new disaggregate analysis of academic achievement, second of a readministration of the Connecticut Survey Instrument, and third of other appropriate activities. The School Planning Team shall develop a written evaluation report identifying needs, strengths and areas of improvement.

VII. The Next Year

Using the Annual Evaluation Report, the School Planning Committee shall develop a plan of action for the coming year using the same procedures and processes as it used for the current year.

CONCLUSION

For 1983-84 the District's Leadership Planning Team recommends:

1. That each school building develop and implement a plan of action. Note: Should the disaggregate analysis show that a school building is effective, this recommendation shall not apply.
2. That funds be provided for each Building Planning Team to meet this summer.
3. That there be a half day of school on September 8, 1983 for each Building Planning Team to present its preliminary plan to the faculty.
4. That once finally approved by the Superintendent of Schools, the individual school plans be implemented.
5. That funds be provided for Drs. Lezotte and Edmonds to meet and work with the Leadership Planning Team for one day in October and May, for two other days, if needed, and for periodic written and telephone consultations throughout the year.
6. That plans for the March Superintendent's Conference Day not be made until January, 1984. By that time the Leadership Planning Team will be in a better position to recommend whether all, some, or none of the day should be devoted to the More Effective Schools/Teaching Project.
7. That all of the recommendations in the preceding sections of this report be approved.
8. That necessary resources be provided in order to help buildings implement their plans.

APPENDIX C

THIRD OVERVIEW OF THE MORE EFFECTIVE SCHOOLS/TEACHING PROJECT

SPENCERPORT CENTRAL SCHOOLS
Spencerport, New York

THIRD OVERVIEW OF THE MORE EFFECTIVE SCHOOLS/TEACHING PROJECT
August 1986

Since 1982-83 the Spencerport Central School District has been conducting a unique project designed to improve the educational program and student learning in each building of the district. We are attempting to see if the effective school research, which was originally conducted in urban elementary schools, is applicable at all levels of a suburban K-12 school system. Spencerport is the first suburban district in the nation to examine this issue in all buildings throughout the district.

Project Goal

The project's goal for each building in the district is:

A. Ninety-five, or greater, per cent of all the students at each grade level should demonstrate minimum academic mastery. Students who achieve minimum academic mastery have been prepared so that they will be predictably successful in the next grade in either their own school district or in any other school district throughout the nation. Minimum academic mastery is measured by performance on a standardized achievement test (preferably criterion-referenced, otherwise norm-referenced).

B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socioeconomic class.

C. The above two conditions shall have been obtained for a minimum of three consecutive years.

This goal can be illustrated as follows:

	Low Socioeconomic Classes	Middle & Upper Socioeconomic Classes
At or above minimum academic mastery	≥95%	≥95%
Below minimum academic mastery	≤5%	≤5%

Two phrases need to be defined in order to understand the project's goal. They are:

A. Minimum Academic Mastery--Students who achieve this have been prepared so that they will be predictably successful in the next grade either in this or in any other school district throughout the nation. Minimum academic mastery shall be measured by performance on a standardized achievement (norm or criterion referenced) test. The cut-off point between minimum and unsuccessful academic mastery shall be established in advance.

B. Socio-economic class is determined by the number of years of formal education which the mother of a child has. If the level of the mother's formal education is not available, then the level of the father's formal education will be used. Should a child not be living with his or her parents, then the number of years of formal education which the female (or the male) has in the household in which the child is residing shall be used.

Interim Project Goal

Should a school building not be effective according to the above goal then the following **ceriteria for school improvement** are used until a building becomes effective:

A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery,

and

B. There shall be an annual decrease in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

Concomitant Goal

In addition to its main goal, the project also has a Concomitant Goal. It is: the number of students with outstanding achievement will rise. Outstanding achievement is indicated by scoring in the top three stanines of the Stanford Achievement Test or scoring 90 or higher on a Regents exam.

Assumptions

The effective schools/teaching literature and the district's consultants (Lawrence Lezotte and, until his death, Ronald Edmonds) identified a number of assumptions upon which effective schools/teaching rest. These assumptions were identified and accepted as a formal part of this project.

1. Virtually all students are educable when educability is defined as pupil acquisition of basic school skills.

2. Research concludes that the school effects are more powerful than familial effects. This conclusion must not be taken to mean there there is no familial effect in pupil acquisition of academic skills. In some families, background does not limit a student's ability to acquire basic school skills; but some families can enhance student achievement well beyond basic school skills.

3. a. Annually the goal of education for each youth is to bring him or her to at least the standard minimum academic performance for that grade level so that he or she can perform successfully in the next grade level.

   b. Further, the goal of education is to prepare students so that they can make as many choices as possible. Thus upon graduation from high school all students should be able, as a result of their education, to choose whether or not to enter college, or to attend another form of post high school education, or to obtain a job.

4. There is a positive correlation between academic student achievement and staff expectations.

5. An emphasis upon learning, upon academic achievement, is prime purpose of public education.

6. Teachers and principals can and do make a key difference in the quality of education each child receives.

7. A school building is a complex social system with a set of norms, beliefs and patterns of behavior which can facilitate or hinder learning.

8. Collaborative, cooperative, collegial, supportive, non-coercive planning especially at the building level and accompanied by support from District Office personnel is the key approach to improvement.

9. The building principal has a key role in establishing the climate of his or her building.

10. Change is a process, a series of related events. It is not one event.

11. Ideal change fosters ownership and commitment by all participants.

12. In many ways, the schools in this district are effective. The challenge is to make them more effective.

13. This project affects all school personnel.

14. Because the climate of a school is dependent upon all of its occupants, the individual school building as a whole is the strategic unit for planned change. To obtain change, attention must be paid to the culture of the school; focusing on the behavior of individual teachers or students is not sufficient.

15. Focusing on effective schools research may necessitate realignment of other priorities within the building.

Characteristics of an Effective School

Basically an effective schools project attempts to improve student achievement by causing the correlates, or characteristics, of an effective school to come into place in each building. (Because correlational statistics were used in the original research, no correlate can be assumed to be more important than another. All must be present.) These correlates are:

- **Safe and Orderly Environment**

  There is an orderly purposeful atmosphere which is free from the threat of physical harm for both students and staff. However, the atmosphere is not oppressive and is conducive to teaching and learning.

- **Clear School Mission**

  There is a clearly-articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, priorities, assessment procedures and accountability.

- **Instructional Leadership**

  The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents and students and who understands and applies the characteristics of instructional effectiveness in the management of the instructional program of the school.

- **High Expectations**

  The school displays a climate of expectation in which the staff believes and demonstrates that students can attain mastery of basic skills and that they (the staff) have the capability to help students achieve such mastery.

- **Opportunity to Learn and Student Time on Task**

  Teachers allocate a significant amount of classroom time to instruction in basic skill areas. For a high percentage of that allocated time students are engaged in planned learning activities directly related to identified objectives.

- **Frequent Monitoring of Student Progress**

  Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher-made tests, samples of students' work, mastery skills checklists, criterion-referenced tests and norm-referenced tests are used. The results of testing are used to improve individual student performance and also to improve the instructional program.

•**Home-School Relations**

Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

Note: Research on this "quasi" correlate is mixed; it was present in only 50% of the effective schools. Lawrence Lezotte, one of the most respected effective school researchers, wrote: "All school improvement programs should allow for and aggressively pursue high levels of parent involvement. On the other hand no school faculty can avoid a responsibility to be effective or improve because parents are unable or unwilling to be actively involved."

Building Planning Committee

Absolutely essential to a more effective schools/teaching project is the formation and operation of a Planning Committee in each school. Its functions are:

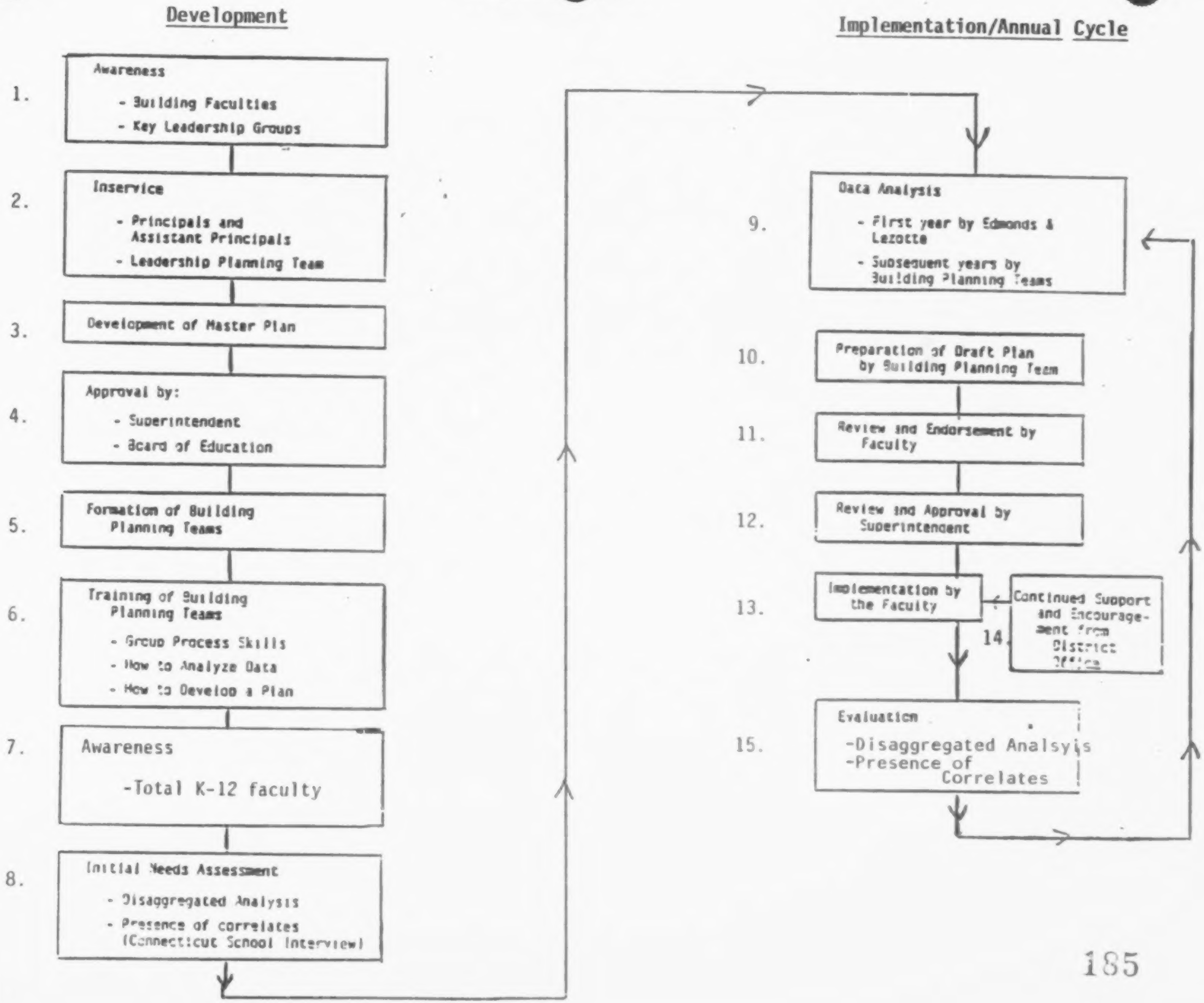
1. To develop a plan for the building based upon the needs assessment data. This plan shall emphasize strengths and areas of needed improvement.
2. To identify and agree upon the most important needs and subsequent objectives.
3. To share this plan of action with the total faculty for the purposes of study, discussion and change before adopting a final plan of action by October 1.
4. To establish specific vehicles for both formal and informal ongoing communication with the faculty so that its deliberations are, and are perceived as, open.
5. To establish regular opportunitites for input and review throughout the school year.
6. To meet periodically throughout the year to monitor and to facilitate the implementation of the plan.
7. To prepare a new plan for the second and future years based upon the annual evaluation of the building plan.

The Building Planning Committee is composed of the principal and five to seven teachers who are respected by their colleagues and broadly representative of the faculty.

Project Flow Chart

The following flow chart shows the steps which were followed in developing the project and the steps in the annual cycle of the project at the building level:

FIGURE ONE
Project Flowchart


Development
Implementation/Annual Cycle
1.
Awareness
- Building Faculties
- Key Leadership Groups
2.
Inservice
- Principals and Assistant Principals
- Leadership Planning Team
3.
Development of Master Plan
4.
Approval by:
- Superintendent
- Board of Education
5.
Formation of Building Planning Teams
6.
Training of Building Planning Teams
- Group Process Skills
- How to Analyze Data
- How to Develop a Plan
7.
Awareness
-Total K-12 faculty
8.
Initial Needs Assessment
- Disaggregated Analysis
- Presence of correlates (Connecticut School Interview)
9.
Data Analysis
- First year by Edmonds & Lezotte
- Subsequent years by Building Planning Teams
10.
Preparation of Draft Plan by Building Planning Team
11.
Review and Endorsement by Faculty
12.
Review and Approval by Superintendent
13.
Implementation by the Faculty
14.
Continued Support and Encouragement from District Office
15.
Evaluation
-Disaggregated Analsyis
-Presence of Correlates

Evaluation

Annual written reports of the project's progress in improving the education of all children in the district are prepared each fall. These reports summarize data pertaining to:

a. The degree to which the correlates of an effective school are present in each building.

b. Improvement in student achievement. More specifically this information is analyzed in terms of the disaggregated analysis of student achievement set forth on the first page of the overview.

Interested readers may obtain copies of the Executive Summary of each annual report and a list of project publications by writing to:

Dr. Robert E. Sudlow
Assistant Superintendent for Instruction
Spencerport Central Schools
71 Lyell Avenue
Spencerport, New York 14559

APPENDIX D

"WHAT IS AN EFFECTIVE SCHOOL?"

Spencerport Central Schools
71 Lyell Avenue
Spencerport, New York 14559

WHAT IS AN EFFECTIVE SCHOOL?

by

Robert E. Sudlow

What is an effective school? How do you recognize one when you see it? If a district or a building says that it is effective, is it?

"Effective schools" is a popular topic. Professional journals allocate considerable space to this topic. Effective schools were discussed frequently at the spring 1985 ASCD and AERA national conferences, and different groups such as the Educational Research Service and the Connecticut State Education Department have developed special publications devoted to entirely effective schools. In addition, traditional signs of popularity have appeared such as a newsletter, The Effective School Report, and a national organization, the National Council for Effective Schools.

Yet strangely absent from this discussion is a commonly agreed upon definition of an effective school. Thus widely differing constructs may be standing under the same umbrella. To illustrate this problem, two differing definitions of effectiveness are found in the literature. One research study identified effective schools as follows: "Those schools having aggregate differential scores... above the district average for Title I schools were classified as more effective and those having aggregate differential scores below the district average for Title I schools were classified as less effective." An aggregate score is the sum, across achievement areas, of the differences between the school means and the composite means for the seven schools studied. Aggregate scores were computed for reading, writing, vocabulary, mathematics computation and mathematics concepts (Fenn and Iwanicki, 1983).

In another study effective schools were defined as: "Those scoring above their predicted score range in at least two of the three basic skill areas (reading, writing and mathematics), but not below the predicted score range in the third area. Ineffective schools were identified scoring below their predicted score range in at least two of the three basic skill areas, but not above the predicted score range in the third area." The predicted score was obtained using a multiple regression formula: thirty-three school condition variables, especially data population density and student socio-economic status (SES), were "candidates for entry into regression to calculate the school's predicted score range" (Blust, Coldiron and Lark, 1984).

Thus one definition of effectiveness is based upon a comparison of mean achievement scores whereas another definition of effectiveness is a comparison of predicted with actual scores. When differing definitions are used, it is a very difficult task to build a coherent body of research and literature. Without an accepted definition of effectiveness each article, each research project is likely to be an island unto itself.

Perhaps the most widely cited researchers in the field are Ronald Edmonds and Lawrence Lezotte. Edmonds defined an effective school as a school which brings "the children of the poor to those minimal masteries of basic school skills that now describe minimally successful pupil performance for the children of the middle class." Minimally successful pupil performance "refers to early acquisition of those basic school skills that assure pupils successful access to the next level of schooling." He then commented that "if that seems too modest a standard, note that as of now the schools that teach the children of the poor are dismal failures even by such a modest standard" (Edmonds, 1979).

Lezotte and Bancroft state that "two outcome standards are anticipated in effective schools. First, the overall level of achievement to which the students rise on the outcome measures must be significantly high to signify acceptable mastery of the essential curriculum. Second, the distribution of achievement must not vary significantly across the major subsets of the student population (that is, middle socio-economic students versus lower socio-economic students)" (Lezotte and Bancroft, 1985).

During the late winter and spring of 1983 Edmonds and Lezotte made numerous presentations to the staff of the Spencerport, New York, Central School District. They defined an effective school as one which demonstrates all of the criteria below:

1. Ninety-five, or greater, percent of all students at each grade level demonstrate minimum academic mastery. Students who achieve minimum academic mastery have been prepared so that they will be predictably successful in the next grade in either their own school or in any other school building in the nation. Minimum academic mastery is measured by performance on a standardized test, preferably criterion referenced, otherwise norm referenced.
2. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

3. The above two conditions shall have been obtained for a minimum of three consecutive years (Edmonds and Lezotte, 1983a).

This definition can be illustrated as follows:

Table 1 - An Effective School: Disaggregated Analysis

	Lower Socio-economic Class	Middle and Upper Socio-economic Classes
At or above minimum academic mastery	95%	95%
Below minimum academic mastery	5%	5%

Conversely, an ineffective school can be illustrated as follows:

Table 2 - An Ineffective School: Disaggregated Analysis

	Lower Socio-economic Class	Middle and Upper Socio-economic Classes
At or above minimum academic mastery	65%	85%
Below minimum academic mastery	35%	15%

Should a school not be effective according to the above definition, then the following interim definition may be used until the building attains effectiveness:

1. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery, and

2. There shall be an annual decrease in the discrepancy between the proportion of youth from the lower socio-economic class demonstrating minimum academic mastery as compared with the proportion of youth from the middle and upper socio-economic classes demonstrating minimum academic mastery (Edmonds and Lezotte, 1983b).

Determination of the point of minimum academic mastery is a local decision, providing that the score chosen is sufficient to assure that students who attain or exceed this criterion have mastered the curriculum sufficiently so that they will be predictably successful in the next level of schooling, either in their own school or in any other school building in the nation. For the thirty-five or thirty-six states which have a minimal competency testing program such as the New York State Pupil Evaluation Program or the Michigan Assessment Program, the cut-off score could be that score determined by the state education department as the demarcation point between passing and failing. If a criterion referenced testing program is used, then that score--for example, eighty per cent--which indicates mastery of the content could be used. If a norm referenced test is used, then the cut-off score could be either the twenty-third percentile (third stanine) or the thirty-ninth percentile (fourth stanine). Effective school projects throughout the nation which use norm referenced tests have chosen cut-off scores ranging from the twenty-third to the fortieth percentiles.

If an effective schools project exists in a state which has a state testing program, then, at the very least, effectiveness should be demonstrated using state tests and state standards. Society, acting through the education departments in the various states, has said that it expects its children to learn at least that which the state tests measure. If we as educators wish to strive for additional or other objectives, we must first achieve well the objectives which society sets for us.

If a building or a school district wishes to establish standards higher than those set forth by its state education department, it should first compute a disaggregated analysis using the state's standards to demonstrate it has attained that level of effectiveness. Then it can compute a second disaggregated analysis using higher standards. Buildings or districts which do this then can declare that they have a more effective schools project. This distinction might be helpful to many schools which are effective by conventional criteria. They are, however, reluctant to embark upon an effective schools project because they do not wish to imply to their constituents that they are ineffective.

Tables One and Two which show the percent of students from the lower and the middle and upper socio-economic classes who score above and below the minimum academic mastery level are examples of Disaggregated Student Achievement. An analysis similar to this is required if one is to ascertain if a school is effective according to Edmonds and Lezotte's definition. Indeed, Edmonds said: "I think the most important issue is how you portray achievement. If you're going to seriously think about the implications of the research on school effectiveness, you will see the necessity of what's called 'disaggregated analysis' of test scores" (Edmonds, 1982).

A Disaggregated Analysis of student achievement is a simple, effective and powerful tool which can be used to prove or disprove other hypotheses or questions. For example:

1. Does student achievement differ according to gender, race, ethnicity and/or social class?

2. Do patterns of grading differ according to social class, ethnicity, race and/or gender?
3. Do patterns of course selections (i.e. Which students take which courses?) differ? (Shoemaker, 1984; Edmonds 1982)

Further, a Disaggregated Analysis is not limited to reading and math. A school can use it to determine effectiveness in social studies, science, music or other curricular areas which it chooses to measure. Likewise, data pertaining to the frequency of higher level thinking skills such as problem solving skills can be placed on a Disaggregated Analysis matrix and analyzed. A Disaggregated Analysis is a generic tool which graphically shows whether all students in a school are equally receiving an education, however it is defined and measured.

Effective schools projects compute disaggregated analyses for reading, mathematics and other areas of interest on the basis of socio-economic class. Preferably the mother's level of education (Edmonds and Fredericksen, 1978) is used to determine this. Many schools which do not have this information use free and reduced lunch data.

In conclusion, Edmonds and Lezotte's definition is notably precise, measurable and attainable but also easy to determine. Further, the Disaggregated Analysis of Student Achievement, which demonstrates whether or not a school is effective, can be computed easily with only pencil and paper (Sudlow, 1985). If a school is striving to be effective, or if a researcher is studying in this area of endeavor, then Edmonds and Lezotte's definition provides the acceptable benchmark of effectiveness.

If Edmonds and Lezotte's definition is not used, then "effective" will be a vague term to which all can agree but one which will have little, if any, meaning except for local claims which can not be independently verified. If so, the effective schools concept will become another passing fad. This would be tragic for the definition and correlates of an effective school are a most powerful construct around which to center a program of school improvement.

FOOTNOTES

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APPENDIX C

Summary of Responses to the
Connecticut School Interview
May 1983, 1984, 1985 and 1986

Bernabi

Munn

Town Line

Cosgrove

Wilson

BERNABI SCHOOL

SAFE AND ORDERLY ENVIRONMENT

					AREA OF MAJOR	
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
1. ADULTS AND STUDENTS FEEL THAT THE ATMOSPHERE OF THE BUILDING IS SAFE AND ORDERLY.	1983	0%	3%	97%		*
	1984	0	0	100		*
	1985	0	0	100		*
	1986	0	0	100		*
2. SCHOOL AND CLASS BEHAVIOR ARE GENERALLY ACCEPTABLE.	1983	3	31	66		*
	1984	0	48	51		
	1985	0	17	83		*
	1986	0	3	96		*
3. DISCIPLINE IS A SHARED RESPONSIBILITY IN THE SCHOOL.	1983	0	19	81		*
	1984	0	12	88		*
	1985	0	13	87		*
	1986	0	0	100		*
4. THE SCHOOL BUILDING IS CLEAN AND WELL TAKEN CARE OF BY STAFF AND STUDENTS.	1983	0	25	76		*
	1984	3	18	78		*
	1985	0	10	90		*
	1986	0	3	97		*
5. STUDENTS ARE GENERALLY POSITIVE ABOUT SCHOOL AND LEARNING.	1983	3	9	87		*
	1984	0	6	94		*
	1985	0	3	97		*
	1986	0	0	100		*
AVERAGE	1983	1	17	81		*
	1984	1	17	82		*
	1985	0	7	91		*
	1986	0	1	99		*

BERNABI

CLEAR SCHOOL MISSION

					AREA OF MAJOR	
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
6. THERE IS A WRITTEN STATEMENT OF PURPOSE WHICH GUIDES THE INSTRUCTIONAL PROGRAM OF THIS SCHOOL.	1983	37	13	40		
	1984	9	6	85		*
	1985	0	3	96		*
	1986	0	10	90		*
7. SPECIFIC OBJECTIVES ON WHICH A CURRICULAR AREA IS BASED EXIST AT ALL GRADES.	1983	6	0	87		*
	1984	0	0	97		*
	1985	3	0	97		*
	1986	0	0	100		*
8. SCHOOL-WIDE OBJECTIVES GUIDE CLASSROOM INSTRUCTION.	1983	22	13	66		*
	1984	0	6	91		*
	1985	0	0	97		*
	1986	0	0	100		*
. EACH GRADE LEVEL HAS AN IDENTIFIED SET OF SKILLS OR OBJECTIVES THAT STUDENTS ARE EXPECTED TO MASTER.	1983	9	9	72		*
	1984	0	3	94		*
	1985	0	0	93		*
	1986	0	0	100		*

10. SPECIFIC OBJECTIVES IN THE AREA OF LANGUAGE ARTS EXIST THROUGH ALL GRADES.	1983	15	6	63		
	1984	0	3	85		*
	1985	3	0	77		*
	1986	3	0	97		*
IDENTIFIED OBJECTIVES IN LANGUAGE ARTS GUIDE MOST CLASSROOM INSTRUCTION.	1983	19	22	47		
	1984	0	6	78		*
	1985	3	3	74		*
	1986	0	6	90		*
12. IN LANGUAGE ARTS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	16	13	53		
	1984	0	3	82		*
	1985	0	0	80		*
	1986	0	0	97		*
13. IN MATHEMATICS THERE IS A SET OF SPECIFIC WRITTEN OBJECTIVES ON WHICH THE PROGRAM IS BASED.	1983	6	0	66		*
	1984	0	6	85		*
	1985	0	0	80		*
	1986	0	0	97		*
14. IDENTIFIED OBJECTIVES IN MATHEMATICS GUIDE MOST CLASSROOM INSTRUCTION.	1983	6	0	72		*
	1984	0	3	81		*
	1985	0	0	80		*
	1986	0	0	97		*
15. IN MATHEMATICS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	6	13	56		
	1984	3	6	72		*
	1985	0	3	76		*
	1986	0	0	97		*
MATERIALS AND EQUIPMENT NEEDED MOST OFTEN TO CARRY OUT INSTRUCTIONAL OBJECTIVES ARE AVAILABLE.	1983	22	25	50		
	1984	9	18	69		*
	1985	3	7	90		*
	1986	0	16	84		*
AVERAGE	1983	15	10	61		
	1984	2	5	84		*
	1985	1	2	85		*
	1986	0	3	95		*

INSTRUCTIONAL LEADERSHIP

BERNABI
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		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
17. INSTRUCTIONAL LEADERSHIP IS PROVIDED BY THE PRINCIPAL.	1983	3	9	87		*
	1984	6	6	88		*
	1985	0	0	100		*
	1986	0	0	100		*
18. THE PRINCIPAL PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	19	6	75		*
	1984	9	12	79		*
	1985	0	0	97		*
	1986	3	3	94		*
TEACHER LEADERS PROMOTE FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	37	25	28		
	1984	36	24	24		
	1985	13	23	46		
	1986	6	16	74		*

20. THE PRINCIPAL MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.	1983	82	0	12	*	
	1984	91	0	3	*	
	1985	90	7	3	*	
	1986	74	6	16	*	
21. A TYPICAL FORMAL CLASSROOM OBSERVATION IS PLANNED BY THE PRINCIPAL AND TEACHER AT A PRE-CONFERENCE FOLLOWED BY A POST-CONFERENCE.	1983	0	0	97		*
	1984	3	0	97		*
	1985	0	0	100		*
	1986	0	0	100		*
22. THE PRINCIPAL ENGAGES IN A POST-OBSERVATION THREE TIMES A YEAR OR MORE.	1983	84	0	6	*	
	1984	91	0	3	*	
	1985	87	3	10	*	
	1986	71	6	19	*	
23. AFTER A CLASSROOM OBSERVATION THE PRINCIPAL PROVIDES FEEDBACK PRIMARILY ON INSTRUCTIONAL ISSUES.	1983	3	6	88		*
	1984	0	3	97		*
	1985	0	0	100		*
	1986	0	0	100		*
24. THE PRINCIPAL IS REGULARLY VISIBLE AT VARIOUS LOCATIONS IN THE SCHOOL.	1983	0	6	95		*
	1984	0	6	94		*
	1985	0	0	100		*
	1986	0	3	97		*
25. THE SCHOOL REQUIRES AND REVIEWS LESSON PLANS REGULARLY.	1983	62	28	6		
	1984	30	37	27		
	1985	43	30	24		
	1986	29	35	32		
. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE PRINCIPAL.	1983	16	43	34		
	1984	6	30	58		
	1985	3	30	63		
	1986	0	23	77		*
27. THE PRINCIPAL PERIODICALLY DISCUSSES INSTRUCTIONAL ISSUES WITH THE TEACHER.	1983	18	44	32		
	1984	3	36	54		
	1985	3	30	66		*
	1986	0	29	71		*
28. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE TEACHER LEADER.	1983	9	13	69		*
	1984	45	30	15		
	1985	30	47	10		
	1986	19	29	42		
29. THE PRINCIPAL REGULARLY REVIEWS AND INTERPRETS TEST RESULTS WITH FACULTY.	1983	53	25	12		
	1984	0	6	85		*
	1985	0	0	87		*
	1986	0	0	93		*
30. THE PRINCIPAL FREQUENTLY COMMUNICATES TO TEACHERS THEIR RESPONSIBILITY IN RELATION TO STUDENT ACHIEVEMENT.	1983	44	12	38		
	1984	18	15	66		*
	1985	3	10	83		*
	1986	0	0	100		*
THE PRINCIPAL REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	28	16	47		
	1984	3	30	63		
	1985	0	7	86		*
	1986	0	13	87		*

32. THE TEACHER LEADERS REGULARLY ARRANGE OR PROMOTE STAFF DEVELOPMENT ACTIVITIES.	1983	34	50	0		
	1984	30	45	12		
	1985	16	40	20		
	1986	6	45	35		
33. THE PRINCIPAL AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	22	25	34		
	1984	9	21	60		
	1985	10	17	57		
	1986	10	6	81		*
34. TEACHER LEADERS AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	47	16	15		
	1984	42	18	27		
	1985	30	10	37		
	1986	12	16	61		
35. FACULTY MEETINGS PRIMARILY DEAL WITH INSTRUCTIONAL ISSUES.	1983	9	22	57		
	1984	9	15	75		*
	1985	3	0	93		*
	1986	0	3	97		*
AVERAGE	1983	30	18	44		
	1984	23	18	54		
	1985	17	13	62		
	1986	12	12	72		*

HIGH EXPECTATIONS

BERNABI

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
NINETY PERCENT OR HIGHER OF STUDENTS ARE EXPECTED TO MASTER BASIC SKILLS AT EACH GRADE LEVEL.	1983	0	6	85		*
	1984	0	3	91		*
	1985	0	0	100		*
	1986	0	0	100		*
37. TEACHERS BELIEVE THEY ARE RESPONSIBLE FOR STUDENTS TO MASTER BASIC SKILLS AT THEIR GRADE LEVEL.	1983	9	41	50		
	1984	0	9	88		*
	1985	0	3	94		*
	1986	0	0	100		*
38. TEACHERS BELIEVE THAT ALL STUDENTS CAN MASTER BASIC SKILLS REGARDLESS OF HOME BACKGROUND FACTORS.	1983	34	34	32		
	1984	18	15	63		
	1985	13	13	73		*
	1986	0	10	90		*
39. TEACHERS HAVE HIGH EXPECTATIONS THAT ALL STUDENTS WILL LEARN.	1983	38	13	50		
	1984	0	12	88		*
	1985	0	0	100		*
	1986	0	0	100		*
40. THE NUMBER OF LOW-INCOME CHILDREN RETAINED IN GRADES IS PROPORTIONATELY EQUIVALENT TO OTHERS RETAINED.	1983	0	9	60		
	1984	3	3	82		*
	1985	3	0	80		*
	1986	0	3	87		*
ALMOST ALL STUDENTS IN THIS SCHOOL CAN BE EXPECTED TO COMPLETE HIGH SCHOOL.	1983	0	6	79		*
	1984	0	3	91		*
	1985	0	3	94		*
	1986	0	0	97		*

42. DISCIPLINE PROBLEMS ARE SPREAD ACROSS ALL CATEGORIES OF STUDENTS NOT JUST LOW ACHIEVING STUDENTS.	1983	38	31	31		
	1984	9	15	73		*
	1985	10	13	70		*
	1986	3	6	91		*
3. LOW-ACHIEVING STUDENTS HAVE THE SAME OPPORTUNITY TO ANSWER QUESTIONS AS OFTEN AS OTHERS DURING LARGE GROUP CLASSROOM INSTRUCTION.	1983	0	41	53		
	1984	3	18	63		
	1985	3	7	83		*
	1986	3	6	90		*
44.						
45. MOST INITIAL MATH INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	25	19	28		
	1984	24	12	33		
	1985	7	17	47		
	1986	3	23	54		
46. MOST INITIAL READING INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	22	19	32		
	1984	27	15	24		
	1985	14	17	40		
	1986	9	23	48		
AVERAGE	1983	17	22	50		
	1984	8	11	70		*
	1985	5	7	78		*
	1986	2	7	86		*

BERNABI
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OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

					AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
47. AT LEAST 51 MINUTES PER DAY IS ALLOCATED FOR READING IN THE CLASSROOM.	1983	19	9	47		
	1984	42	18	9		
	1985	60	7	3		
	1986	0	0	74		*
48. AT LEAST 51 MINUTES PER DAY IS ALLOCATED FOR LANGUAGE ARTS IN THE CLASSROOM.	1984	45	9	12		
	1985	47	17	6		
	1986	6	13	55		
49. AT LEAST 45 MINUTES PER DAY IS ALLOCATED FOR MATH IN THE CLASSROOM.	1983	6	50	12		
	1984	3	39	24		
	1985	10	47	13		
	1986	0	0	77		*
50. TIME ALLOTMENTS FOR EACH BASIC SKILL AREA ARE SET BY THE PRINCIPAL AND TEACHERS AND MONITORED PERIODICALLY.	1983	50	13	22		
	1984	24	6	54		
	1985	7	3	74		*
	1986	3	0	91		*
51. BASIC SKILLS INSTRUCTION TIME IS RARELY AFFECTED BY OUTSIDE INTERRUPTIONS.	1983	16	22	53		
	1984	12	18	63		
	1985	0	10	70		*
	1986	0	6	87		*

52. PULL-OUT PROGRAMS SUPPLEMENT CLASS INSTRUCTION.	1983	60	6	19		
	1984	42	12	30		
	1985	33	10	37		
	1986	19	13	65		
3. THERE ARE FEW STUDENT DISRUPTIONS DURING CLASS.	1983	9	34	56		
	1984	6	21	66		*
	1985	0	13	87		*
	1986	0	10	91		*
54. LESS THAN 25% OF THE TIME OF BASIC SKILL INSTRUCTION IS ALLOCATED FOR INDEPENDENT SEAT WORK.	1983	3	16	59		
	1984	12	12	48		
	1985	3	3	67		*
	1986	10	10	55		
55. STUDENTS GENERALLY HAVE AT LEAST 75% OR BETTER OF ASSIGNED PRACTICE WORK CORRECT.	1983	3	3	72		*
	1984	3	9	66		*
	1985	0	3	83		*
	1986	0	3	74		*
56. INSTRUCTIONAL EVENTS FOLLOW THE GENERAL FORMAT: PRESENTATION, PRACTICE AND OCCASIONAL FEEDBACK DURING PRACTICE.	1983	3	23	66		*
	1984	3	12	70		*
	1985	0	0	96		*
	1986	0	6	93		*
AVERAGE	1983	19	20	45		
	1984	19	16	44		
	1985	16	11	54		
	1986	4	6	73		*

BERNABI
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FREQUENT MONITORING OF STUDENT PROGRESS

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
57. THERE IS ANNUAL STANDARDIZED TESTING AT EACH GRADE LEVEL.	1983	3	0	87		*
	1984	0	0	91		*
	1985	0	0	90		*
	1986	0	0	90		*
58. ANNUAL STANDARDIZED TEST RESULTS ARE SYSTEMATICALLY USED TO EVALUATE PROGRAM OBJECTIVES.	1983	9	19	63		
	1984	3	3	88		*
	1985	0	0	87		*
	1986	0	0	93		*
59. THE STANDARDIZED TESTS USED IN THIS SCHOOL ARE A VALID MEASURE OF THE BASIC SKILLS CURRICULUM.	1983	0	31	53		
	1984	3	9	82		*
	1985	0	3	80		*
	1986	0	10	81		*
60. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED BY FREQUENT AND SYSTEMATIC SKILL TESTING.	1983	15	0	78		*
	1984	6	3	76		*
	1985	0	0	76		*
	1986	0	6	81		*
1. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED SYSTEMATICALLY BY VARIOUS METHODS, CRT'S, UNIT TESTS, STUDENT WORK, ETC.	1983	12	9	69		*
	1984	12	3	64		
	1985	3	3	70		*
	1986	0	0	87		*

62. INFORMATION OBTAINED FROM BASIC SKILLS TESTING IN THE CLASSROOM IS USED FOR SPECIFIC FEEDBACK AND INSTRUCTION IS AT LEAST SOMEWHAT CHANGED AS A RESULT.	1983	15	6	72		*
	1984	0	6	76		*
	1985	0	0	80		*
	1986	0	3	81		*
63. THERE IS A CRITERION-REFERENCED TESTING PROGRAM IN AT LEAST TWO BASIC SKILL AREAS.	1983	3	50	28		
	1984	0	55	30		
	1985	3	53	20		
	1986	0	13	81		*
64. INDIVIDUAL TEACHERS USE CRT'S TO CHECK STUDENT MASTERY AND TO PLAN THE NEXT INSTRUCTIONAL SEQUENCE FOR THEIR GROUP.	1983	6	9	66		*
	1984	0	6	73		*
	1985	0	7	70		*
	1986	0	3	81		*
AVERAGE	1983	8	16	65		
	1984	3	11	73		*
	1985	1	8	72		*
	1986	0	4	84		*

HOME-SCHOOL RELATIONS	BERNABI	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
65. THERE IS AN ACTIVE PARENT ORGANIZATION.	1983	9	24	64		
	1984	3	18	79		*
	1985	7	17	73		*
	1986	0	3	97		*
66. PARENTS ARE DIRECTLY INVOLVED IN SUPPORTING THE SCHOOL PROGRAM.	1983	3	18	75		*
	1984	3	12	85		*
	1985	3	10	83		*
	1986	0	6	94		*
67. A VAST MAJORITY OF PARENTS ATTEND SCHEDULED PARENT-TEACHER CONFERENCES.	1983	0	9	79		*
	1984	0	0	82		*
	1985	3	0	77		*
	1986	3	0	81		*
68. THERE IS FORMAL AND INFORMAL COMMUNICATION BETWEEN PARENTS AND TEACHERS.	1983	3	22	75		*
	1984	3	6	84		*
	1985	0	0	97		*
	1986	0	0	97		*
69. MANY PARENTS INITIATE TEACHER CONTACTS.	1983	42	30	24		
	1984	21	27	51		
	1985	20	13	60		
	1986	16	16	61		
70. THE SCHOOL HAS A WRITTEN POLICY ON HOMEWORK, AND HOMEWORK IS REGULARLY ASSIGNED TO ALL STUDENTS.	1983	44	28	3		
	1984	21	9	57		
	1985	7	10	60		
	1986	0	0	94		*

71. MOST PARENTS UNDERSTAND AND ACCEPT THEIR ROLE IN MONITORING HOMEWORK.	1983	43	37	6		
	1984	24	30	24		
	1985	7	20	47		
	1986	3	6	81		*
72. MORE THAN 75% OF STUDENTS COMPLETE ASSIGNED HOMEWORK.	1983	0	9	66		*
	1984	3	3	66		*
	1985	0	7	67		*
	1986	3	3	77		*
73. PARENTS WOULD EVALUATE THIS SCHOOL BY GIVING A GRADE OF A OR B.	1983	72	25	0	*	
	1984	18	3	76		*
	1985	10	0	86		*
	1986	6	3	91		*
AVERAGE	1983	26	22	43		
	1984	11	12	67		*
	1985	6	9	72		*
	1986	3	4	86		*

MUNN SCHOOL
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SAFE AND ORDERLY ENVIRONMENT

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
ADULTS AND STUDENTS FEEL THAT THE ATMOSPHERE OF THE BUILDING IS SAFE AND ORDERLY.	1983	0%	4%	96%		*
	1984	0	3	97		*
	1985	0	10	89		*
	1986	0	0	100		*
2. SCHOOL AND CLASS BEHAVIOR ARE GENERALLY ACCEPTABLE.	1983	11	46	43		
	1984	23	53	20		
	1985	7	45	48		
	1986	0	52	48		
3. DISCIPLINE IS A SHARED RESPONSIBILITY IN THE SCHOOL.	1983	18	43	39		
	1984	10	57	33		
	1985	3	45	51		
	1986	0	35	65		
4. THE SCHOOL BUILDING IS CLEAN AND WELL TAKEN CARE OF BY STAFF AND STUDENTS.	1983	4	7	89		*
	1984	3	33	63		
	1985	51	34	14		
	1986	13	48	38		
5. STUDENTS ARE GENERALLY POSITIVE ABOUT SCHOOL AND LEARNING.	1983	4	25	71		*
	1984	0	30	70		*
	1985	3	7	90		*
	1986	0	23	78		*
AVERAGE	1983	7	25	68		*
	1984	7	35	57		
	1985	13	28	58		
	1986	3	32	66		*

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CLEAR SCHOOL MISSION

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
6. THERE IS A WRITTEN STATEMENT OF PURPOSE WHICH GUIDES THE INSTRUCTIONAL PROGRAM OF THIS SCHOOL.	1983	32	21	39		
	1984	20	27	53		
	1985	3	28	69		*
	1986	6	23	71		*
7. SPECIFIC OBJECTIVES ON WHICH A CURRICULAR AREA IS BASED EXIST AT ALL GRADES.	1983	8	11	78		*
	1984	7	10	83		*
	1985	0	3	89		*
	1986	0	6	87		*
8. SCHOOL-WIDE OBJECTIVES GUIDE CLASSROOM INSTRUCTION.	1983	14	14	73		*
	1984	20	7	74		*
	1985	3	0	90		*
	1986	0	3	90		*
EACH GRADE LEVEL HAS AN IDENTIFIED SET OF SKILLS OR OBJECTIVES THAT STUDENTS ARE EXPECTED TO MASTER.	1983	14	18	65		
	1984	13	20	64		
	1985	0	3	89		*
	1986	0	13	81		*

10. SPECIFIC OBJECTIVES IN THE AREA OF LANGUAGE ARTS EXIST THROUGH ALL GRADES.	1983	7	4	79		*
	1984	13	10	67		*
	1985	0	0	83		*
	1986	0	3	83		*
1. IDENTIFIED OBJECTIVES IN LANGUAGE ARTS GUIDE MOST CLASSROOM INSTRUCTION.	1983	18	18	54		
	1984	13	23	53		
	1985	0	3	80		*
	1986	0	10	74		*
12. IN LANGUAGE ARTS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	11	25	53		
	1984	7	20	63		
	1985	0	3	79		*
	1986	0	3	81		*
13. IN MATHEMATICS THERE IS A SET OF SPECIFIC WRITTEN OBJECTIVES ON WHICH THE PROGRAM IS BASED.	1983	8	7	68		*
	1984	3	3	84		*
	1985	0	0	79		*
	1986	0	3	74		*
14. IDENTIFIED OBJECTIVES IN MATHEMATICS GUIDE MOST CLASSROOM INSTRUCTION.	1983	4	14	60		
	1984	7	10	73		*
	1985	0	7	72		*
	1986	0	3	74		*
15. IN MATHEMATICS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	15	4	64		
	1984	0	20	70		*
	1985	0	7	73		*
	1986	0	3	74		*
16. MATERIALS AND EQUIPMENT NEEDED MOST OFTEN TO CARRY OUT INSTRUCTIONAL OBJECTIVES ARE AVAILABLE.	1983	18	36	46		
	1984	10	43	43		
	1985	3	14	76		*
	1986	13	23	61		
AVERAGE	1983	14	16	62		
	1984	10	18	66		*
	1985	1	6	80		*
	1986	2	8	77		*

INSTRUCTIONAL LEADERSHIP	MUNN	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
17. INSTRUCTIONAL LEADERSHIP IS PROVIDED BY THE PRINCIPAL.	1983	43	7	50		
	1984	34	20	44		
	1985	3	31	66		*
	1986	3	16	80		*
18. THE PRINCIPAL PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	36	21	36		
	1984	20	37	40		
	1985	7	28	66		*
	1986	3	29	67		*
TEACHER LEADERS PROMOTE FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	39	29	22		
	1984	44	20	34		
	1985	21	24	48		
	1986	16	32	42		

20. THE PRINCIPAL MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.	1983	89	0	11	*	
	1984	94	3	3	*	
	1985	100	0	0	*	
	1986	91	6	0	*	
21. A TYPICAL FORMAL CLASSROOM OBSERVATION IS PLANNED BY THE PRINCIPAL AND TEACHER AT A PRE-CONFERENCE FOLLOWED BY A POST-CONFERENCE.	1983	0	4	96		*
	1984	0	10	90		*
	1985	0	0	100		*
	1986	0	3	94		*
22. THE PRINCIPAL ENGAGES IN A POST-OBSERVATION THREE TIMES A YEAR OR MORE.	1983	89	0	7	*	
	1984	93	3	3	*	
	1985	100	0	0	*	
	1986	94	3	0	*	
23. AFTER A CLASSROOM OBSERVATION THE PRINCIPAL PROVIDES FEEDBACK PRIMARILY ON INSTRUCTIONAL ISSUES.	1983	11	14	75		*
	1984	3	17	80		*
	1985	3	7	89		*
	1986	0	10	87		*
24. THE PRINCIPAL IS REGULARLY VISIBLE AT VARIOUS LOCATIONS IN THE SCHOOL.	1983	14	18	68		*
	1984	7	10	84		*
	1985	0	0	100		*
	1986	3	6	90		*
25. THE SCHOOL REQUIRES AND REVIEWS LESSON PLANS REGULARLY.	1983	61	32	4		
	1984	7	57	37		
	1985	0	28	73		*
	1986	10	32	54		
26. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE PRINCIPAL.	1983	39	43	18		
	1984	40	50	7		
	1985	21	55	24		
	1986	26	48	25		
27. THE PRINCIPAL PERIODICALLY DISCUSSES INSTRUCTIONAL ISSUES WITH THE TEACHER.	1983	50	39	11		
	1984	34	60	7		
	1985	10	59	31		
	1986	16	52	32		
28. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE TEACHER LEADER.	1983	35	58	8		
	1984	30	57	10		
	1985	17	45	28		
	1986	33	35	26		
29. THE PRINCIPAL REGULARLY REVIEWS AND INTERPRETS TEST RESULTS WITH FACULTY.	1983	7	11	68		*
	1984	3	3	94		*
	1985	0	7	86		*
	1986	0	0	100		*
30. THE PRINCIPAL FREQUENTLY COMMUNICATES TO TEACHERS THEIR RESPONSIBILITY IN RELATION TO STUDENT ACHIEVEMENT.	1983	36	39	21		
	1984	37	40	17		
	1985	10	28	59		
	1986	16	16	65		*
. THE PRINCIPAL REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	43	36	22		
	1984	36	40	16		
	1985	7	28	65		
	1986	10	29	61		

32. THE TEACHER LEADERS REGULARLY ARRANGE OR PROMOTE STAFF DEVELOPMENT ACTIVITIES.	1983	50	29	18		
	1984	47	43	6		
	1985	0	66	27		
	1986	9	71	13		
33. THE PRINCIPAL AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	44	10	34		
	1984	40	27	30		
	1985	10	45	34		
	1986	23	23	45		
34. TEACHER LEADERS AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	52	7	29		
	1984	47	27	23		
	1985	24	24	42		
	1986	20	39	36		
35. FACULTY MEETINGS PRIMARILY DEAL WITH INSTRUCTIONAL ISSUES.	1983	32	21	43		
	1984	20	27	53		
	1985	3	14	83		*
	1986	6	16	77		*
AVERAGE	1983	40	22	34		
	1984	33	29	36		
	1985	18	26	54		
	1986	20	25	52		

HIGH EXPECTATIONS	MUNN ====	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
36. NINETY PERCENT OR HIGHER OF STUDENTS ARE EXPECTED TO MASTER BASIC SKILLS AT EACH GRADE LEVEL.	1983	0	18	71		*
	1984	7	7	84		*
	1985	0	14	86		*
	1986	0	10	87		*
37. TEACHERS BELIEVE THEY ARE RESPONSIBLE FOR STUDENTS TO MASTER BASIC SKILLS AT THEIR GRADE LEVEL.	1983	4	50	39		
	1984	3	17	77		*
	1985	0	31	69		*
	1986	0	23	77		*
38. TEACHERS BELIEVE THAT ALL STUDENTS CAN MASTER BASIC SKILLS REGARDLESS OF HOME BACKGROUND FACTORS.	1983	21	57	21		
	1984	20	43	33		
	1985	10	31	55		
	1986	13	32	54		
39. TEACHERS HAVE HIGH EXPECTATIONS THAT ALL STUDENTS WILL LEARN.	1983	29	18	53		
	1984	20	17	63		
	1985	3	14	82		*
	1986	6	10	84		*
40. THE NUMBER OF LOW-INCOME CHILDREN RETAINED IN GRADES IS PROPORTIONATELY EQUIVALENT TO OTHERS RETAINED.	1983	4	7	64		
	1984	6	7	80		*
	1985	0	0	80		*
	1986	3	0	87		*
41. ALMOST ALL STUDENTS IN THIS SCHOOL CAN BE EXPECTED TO COMPLETE HIGH SCHOOL.	1983	7	14	75		*
	1984	0	17	80		*
	1985	0	14	83		*
	1986	0	6	88		*

42. DISCIPLINE PROBLEMS ARE SPREAD ACROSS ALL CATEGORIES OF STUDENTS NOT JUST LOW ACHIEVING STUDENTS.	1983	33	32	36		
	1984	60	7	27		
	1985	20	17	62		
	1986	20	23	58		
43. LOW-ACHIEVING STUDENTS HAVE THE SAME OPPORTUNITY TO ANSWER QUESTIONS AS OFTEN AS OTHERS DURING LARGE GROUP CLASSROOM INSTRUCTION.	1983	7	39	42		
	1984	6	40	47		
	1985	0	28	69		*
	1986	6	16	74		*
44.						
45. MOST INITIAL MATH INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	11	21	46		
	1984	24	30	34		
	1985	10	10	55		
	1986	6	10	48		
46. MOST INITIAL READING INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	25	36	8		
	1984	23	33	24		
	1985	3	38	34		
	1986	9	29	35		
AVERAGE	1983	14	29	46		
	1984	17	22	55		
	1985	5	17	68		*
	1986	6	16	69		*

OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK	MUNN	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
47. AT LEAST 51 MINUTES PER DAY IS ALLOCATED FOR READING IN THE CLASSROOM.	1983	4	18	57		
	1984	57	7	20		
	1985	6	17	52		
	1986	6	16	55		
48. AT LEAST 51 MINUTES PER DAY IS ALLOCATED FOR LANGUAGE ARTS IN THE CLASSROOM.	1984	66	7	10	*	
	1985	20	17	42		
	1986	19	23	32		
49. AT LEAST 45 MINUTES PER DAY IS ALLOCATED FOR MATH IN THE CLASSROOM.	1983	11	43	21		
	1984	13	53	20		
	1985	6	34	35		
	1986	6	29	35		
50. TIME ALLOTMENTS FOR EACH BASIC SKILL AREA ARE SET BY THE PRINCIPAL AND TEACHERS AND MONITORED PERIODICALLY.	1983	52	17	24		
	1984	43	20	30		
	1985	7	17	59		
	1986	20	16	55		
51. BASIC SKILLS INSTRUCTION TIME IS RARELY AFFECTED BY OUTSIDE INTERRUPTIONS.	1983	39	25	29		
	1984	17	33	46		
	1985	14	24	48		
	1986	13	29	55		

52. PULL-OUT PROGRAMS SUPPLEMENT CLASS INSTRUCTION.	1983	68	18	14	*	
	1984	77	7	14	*	
	1985	24	34	27		
	1986	39	23	36		
[illegible]3. THERE ARE FEW STUDENT DISRUPTIONS DURING CLASS.	1983	18	50	32		
	1984	20	40	34		
	1985	3	34	59		
	1986	0	32	68		*
54. LESS THAN 25% OF THE TIME OF BASIC SKILL INSTRUCTION IS ALLOCATED FOR INDEPENDENT SEAT WORK.	1983	0	18	68		*
	1984	13	13	64		
	1985	3	7	68		*
	1986	0	13	71		*
55. STUDENTS GENERALLY HAVE AT LEAST 75% OR BETTER OF ASSIGNED PRACTICE WORK CORRECT.	1983	0	11	82		*
	1984	0	17	77		*
	1985	0	7	83		*
	1986	0	10	81		*
56. INSTRUCTIONAL EVENTS FOLLOW THE GENERAL FORMAT: PRESENTATION, PRACTICE AND OCCASIONAL FEEDBACK DURING PRACTICE.	1983	4	39	57		
	1984	7	27	66		*
	1985	3	10	83		*
	1986	0	13	87		*
AVERAGE	1983	22	27	42		
	1984	31	22	38		
	1985	9	20	56		
	1986	10	20	58		

FREQUENT MONITORING OF STUDENT PROGRESS	MUNN ====	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
57. THERE IS ANNUAL STANDARDIZED TESTING AT EACH GRADE LEVEL.	1983	0	0	100		*
	1984	0	0	100		*
	1985	0	0	86		*
	1986	0	0	100		*
58. ANNUAL STANDARDIZED TEST RESULTS ARE SYSTEMATICALLY USED TO EVALUATE PROGRAM OBJECTIVES.	1983	23	23	55		
	1984	7	3	86		*
	1985	0	3	83		*
	1986	0	10	90		*
59. THE STANDARDIZED TESTS USED IN THIS SCHOOL ARE A VALID MEASURE OF THE BASIC SKILLS CURRICULUM.	1983	4	32	57		
	1984	3	37	57		
	1985	0	17	69		*
	1986	0	32	58		
60. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED BY FREQUENT AND SYSTEMATIC SKILL TESTING.	1983	4	0	82		*
	1984	13	3	80		*
	1985	3	0	79		*
	1986	6	3	84		*
[illegible]. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED SYSTEMATICALLY BY VARIOUS METHODS, CRT'S, UNIT TESTS, STUDENT WORK, ETC.	1983	11	0	72		*
	1984	10	7	77		*
	1985	3	0	80		*
	1986	3	6	77		*

62. INFORMATION OBTAINED FROM BASIC SKILLS TESTING IN THE CLASSROOM IS USED FOR SPECIFIC FEEDBACK AND INSTRUCTION IS AT LEAST SOMEWHAT CHANGED AS A RESULT.	1983	0	0	93		*
	1984	0	3	90		*
	1985	0	0	86		*
	1986	0	10	81		*
63. THERE IS A CRITERION-REFERENCED TESTING PROGRAM IN AT LEAST TWO BASIC SKILL AREAS.	1983	0	50	35		
	1984	3	53	30		
	1985	0	38	45		
	1986	3	32	52		
64. INDIVIDUAL TEACHERS USE CRT'S TO CHECK STUDENT MASTERY AND TO PLAN THE NEXT INSTRUCTIONAL SEQUENCE FOR THEIR GROUP.	1983	4	0	75		*
	1984	14	13	60		
	1985	0	10	69		*
	1986	0	10	71		*
AVERAGE	1983	5	13	70		*
	1984	6	15	73		*
	1985	1	9	75		*
	1986	2	13	77		*

MUNN

HOME-SCHOOL RELATIONS		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
65. THERE IS AN ACTIVE PARENT ORGANIZATION.	1983	11	14	75		*
	1984	0	3	97		*
	1985	0	0	100		*
	1986	0	0	100		*
66. PARENTS ARE DIRECTLY INVOLVED IN SUPPORTING THE SCHOOL PROGRAM.	1983	29	14	57		
	1984	3	13	84		*
	1985	0	3	97		*
	1986	0	19	80		*
67. A VAST MAJORITY OF PARENTS ATTEND SCHEDULED PARENT-TEACHER CONFERENCES.	1983	14	4	79		*
	1984	3	17	74		*
	1985	3	10	79		*
	1986	9	6	74		*
68. THERE IS FORMAL AND INFORMAL COMMUNICATION BETWEEN PARENTS AND TEACHERS.	1983	0	18	79		*
	1984	3	13	84		*
	1985	0	14	86		*
	1986	3	3	94		*
69. MANY PARENTS INITIATE TEACHER CONTACTS.	1983	40	46	14		
	1984	27	47	23		
	1985	31	31	31		
	1986	16	39	36		
70. THE SCHOOL HAS A WRITTEN POLICY ON HOMEWORK, AND HOMEWORK IS REGULARLY ASSIGNED TO ALL STUDENTS.	1983	50	36	4		
	1984	46	47	7		
	1985	31	38	17		
	1986	3	10	84		*

71. MOST PARENTS UNDERSTAND AND ACCEPT THEIR ROLE IN MONITORING HOMEWORK.	1983	47	43	4	
	1984	27	63	7	
	1985	13	55	14	
	1986	16	65	13	
72. MORE THAN 75% OF STUDENTS COMPLETE ASSIGNED HOMEWORK.	1983	7	11	71	*
	1984	3	7	73	*
	1985	0	17	69	*
	1986	3	16	68	*
73. PARENTS WOULD EVALUATE THIS SCHOOL BY GIVING A GRADE OF A OR B.	1983	3	17	79	*
	1984	20	7	73	*
	1985	10	10	73	*
	1986	16	10	71	*
AVERAGE	1983	22	23	52	
	1984	15	24	58	
	1985	10	21	63	
	1986	7	19	69	*

TOWN LINE SCHOOL

SAFE AND ORDERLY ENVIRONMENT

					AREA OF MAJOR	
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
1. ADULTS AND STUDENTS FEEL THAT THE ATMOSPHERE OF THE BUILDING IS SAFE AND ORDERLY.	1983	3%	45%	51%		
	1984	0	6	94		*
	1985	0	0	100		*
	1986	0	3	97		*
2. SCHOOL AND CLASS BEHAVIOR ARE GENERALLY ACCEPTABLE.	1983	0	10	89		*
	1984	0	31	69		*
	1985	0	23	77		*
	1986	0	13	88		*
3. DISCIPLINE IS A SHARED RESPONSIBILITY IN THE SCHOOL.	1983	3	17	79		*
	1984	0	16	85		*
	1985	3	13	83		*
	1986	0	9	90		*
4. THE SCHOOL BUILDING IS CLEAN AND WELL TAKEN CARE OF BY STAFF AND STUDENTS.	1983	20	38	38		
	1984	25	38	38		
	1985	6	23	70		*
	1986	3	28	69		*
5. STUDENTS ARE GENERALLY POSITIVE ABOUT SCHOOL AND LEARNING.	1983	3	24	72		*
	1984	3	9	87		*
	1985	0	3	96		*
	1986	0	13	88		*
AVERAGE	1983	6	27	66		*
	1984	6	20	75		*
	1985	2	12	85		*
	1986	1	13	86		*

TOWN LINE

CLEAR SCHOOL MISSION

					AREA OF MAJOR	
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
6. THERE IS A WRITTEN STATEMENT OF PURPOSE WHICH GUIDES THE INSTRUCTIONAL PROGRAM OF THIS SCHOOL.	1983	31	31	34		
	1984	25	28	41		
	1985	3	3	93		*
	1986	0	9	91		*
7. SPECIFIC OBJECTIVES ON WHICH A CURRICULAR AREA IS BASED EXIST AT ALL GRADES.	1983	3	3	83		*
	1984	3	6	84		*
	1985	0	3	87		*
	1986	3	0	97		*
8. SCHOOL-WIDE OBJECTIVES GUIDE CLASSROOM INSTRUCTION.	1983	27	17	45		
	1984	3	16	76		*
	1985	0	7	83		*
	1986	0	13	87		*
9. EACH GRADE LEVEL HAS AN IDENTIFIED SET OF SKILLS OR OBJECTIVES THAT STUDENTS ARE EXPECTED TO MASTER.	1983	14	17	58		
	1984	3	3	88		*
	1985	3	13	80		*
	1986	3	19	78		*

10. SPECIFIC OBJECTIVES IN THE AREA OF LANGUAGE ARTS EXIST THROUGH ALL GRADES.	1983	7	7	73		*
	1984	0	3	81		*
	1985	0	7	80		*
	1986	3	6	72		*
1. IDENTIFIED OBJECTIVES IN LANGUAGE ARTS GUIDE MOST CLASSROOM INSTRUCTION.	1983	7	24	55		
	1984	9	13	60		
	1985	0	17	70		*
	1986	0	13	69		*
12. IN LANGUAGE ARTS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	12	3	71		*
	1984	0	13	69		*
	1985	0	10	77		*
	1986	3	9	69		*
13. IN MATHEMATICS THERE IS A SET OF SPECIFIC WRITTEN OBJECTIVES ON WHICH THE PROGRAM IS BASED.	1983	0	10	76		*
	1984	0	3	81		*
	1985	0	0	90		*
	1986	0	6	75		*
14. IDENTIFIED OBJECTIVES IN MATHEMATICS GUIDE MOST CLASSROOM INSTRUCTION.	1983	10	10	66		*
	1984	0	13	68		*
	1985	0	7	74		*
	1986	6	0	72		*
15. IN MATHEMATICS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	3	10	73		*
	1984	0	3	78		*
	1985	0	0	80		*
	1986	3	6	69		*
16. MATERIALS AND EQUIPMENT NEEDED MOST OFTEN TO CARRY OUT INSTRUCTIONAL OBJECTIVES ARE AVAILABLE.	1983	24	31	45		
	1984	9	34	50		
	1985	0	37	64		
	1986	9	28	63		
AVERAGE	1983	13	15	62		
	1984	5	12	71		*
	1985	1	10	79		*
	1986	3	10	77		*

INSTRUCTIONAL LEADERSHIP

TOWN LINE

					AREA OF MAJOR	
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
17. INSTRUCTIONAL LEADERSHIP IS PROVIDED BY THE PRINCIPAL.	1983	10	21	69		*
	1984	0	28	69		*
	1985	0	23	77		*
	1986	3	28	69		*
18. THE PRINCIPAL PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	13	41	42		
	1984	16	28	56		
	1985	0	23	77		*
	1986	3	16	81		*
19. TEACHER LEADERS PROMOTE FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	38	38	17		
	1984	41	19	22		
	1985	23	43	24		
	1986	34	31	34		

20. THE PRINCIPAL MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.	1983	86	3	3	*	
	1984	84	3	3	*	
	1985	87	3	10	*	
	1986	75	6	6	*	
[illegible]1. A TYPICAL FORMAL CLASSROOM OBSERVATION IS PLANNED BY THE PRINCIPAL AND TEACHER AT A PRE-CONFERENCE FOLLOWED BY A POST-CONFERENCE.	1983	0	7	89		*
	1984	6	0	94		*
	1985	0	0	100		*
	1986	3	6	81		*
22. THE PRINCIPAL ENGAGES IN A POST-OBSERVATION THREE TIMES A YEAR OR MORE.	1983	83	3	7	*	
	1984	88	6	3	*	
	1985	83	7	10	*	
	1986	75	9	6	*	
23. AFTER A CLASSROOM OBSERVATION THE PRINCIPAL PROVIDES FEEDBACK PRIMARILY ON INSTRUCTIONAL ISSUES.	1983	0	3	94		*
	1984	0	6	94		*
	1985	0	10	90		*
	1986	0	13	81		*
24. THE PRINCIPAL IS REGULARLY VISIBLE AT VARIOUS LOCATIONS IN THE SCHOOL.	1983	3	17	79		*
	1984	13	6	82		*
	1985	3	3	93		*
	1986	3	9	88		*
25. THE SCHOOL REQUIRES AND REVIEWS LESSON PLANS REGULARLY.	1983	62	34	0		
	1984	47	41	9		
	1985	3	33	64		
	1986	22	56	22		
[illegible]6. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE PRINCIPAL.	1983	41	38	13		
	1984	29	53	19		
	1985	20	43	37		
	1986	15	53	32		
27. THE PRINCIPAL PERIODICALLY DISCUSSES INSTRUCTIONAL ISSUES WITH THE TEACHER.	1983	31	45	17		
	1984	25	47	28		
	1985	7	50	43		
	1986	6	50	43		
28. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE TEACHER LEADER.	1983	49	41	6		
	1984	57	22	19		
	1985	30	50	10		
	1986	29	47	19		
29. THE PRINCIPAL REGULARLY REVIEWS AND INTERPRETS TEST RESULTS WITH FACULTY.	1983	3	21	55		
	1984	3	13	72		*
	1985	0	3	90		*
	1986	0	6	88		*
30. THE PRINCIPAL FREQUENTLY COMMUNICATES TO TEACHERS THEIR RESPONSIBILITY IN RELATION TO STUDENT ACHIEVEMENT.	1983	48	21	24		
	1984	25	31	40		
	1985	0	27	73		*
	1986	9	6	81		*
31. THE PRINCIPAL REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	17	45	38		
	1984	19	50	25		
	1985	3	23	73		*
	1986	6	25	66		*

32. THE TEACHER LEADERS REGULARLY ARRANGE OR PROMOTE STAFF DEVELOPMENT ACTIVITIES.	1983	31	55	0		
	1984	38	34	19		
	1985	23	53	10		
	1986	15	69	9		
[illegible]3. THE PRINCIPAL AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	28	28	35		
	1984	16	22	56		
	1985	6	37	47		
	1986	19	31	38		
34. TEACHER LEADERS AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	54	21	6		
	1984	47	9	29		
	1985	30	30	20		
	1986	41	25	22		
35. FACULTY MEETINGS PRIMARILY DEAL WITH INSTRUCTIONAL ISSUES.	1983	10	38	48		
	1984	6	50	44		
	1985	0	10	80		*
	1986	0	28	72		*
AVERAGE	1983	32	27	34		
	1984	29	25	41		
	1985	17	25	54		
	1986	19	27	49		

[illegible]IGH EXPECTATIONS	TOWN LINE	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	STRENGTH
36. NINETY PERCENT OR HIGHER OF STUDENTS ARE EXPECTED TO MASTER BASIC SKILLS AT EACH GRADE LEVEL.	1983	0	3	90		*
	1984	0	0	97		*
	1985	0	0	100		*
	1986	0	3	94		*
37. TEACHERS BELIEVE THEY ARE RESPONSIBLE FOR STUDENTS TO MASTER BASIC SKILLS AT THEIR GRADE LEVEL.	1983	3	52	44		
	1984	3	25	72		*
	1985	0	7	93		*
	1986	3	13	85		*
38. TEACHERS BELIEVE THAT ALL STUDENTS CAN MASTER BASIC SKILLS REGARDLESS OF HOME BACKGROUND FACTORS.	1983	28	41	31		
	1984	25	28	47		
	1985	3	30	66		*
	1986	9	9	82		*
39. TEACHERS HAVE HIGH EXPECTATIONS THAT ALL STUDENTS WILL LEARN.	1983	21	28	52		
	1984	3	25	72		*
	1985	10	0	90		*
	1986	6	0	94		*
40. THE NUMBER OF LOW-INCOME CHILDREN RETAINED IN GRADES IS PROPORTIONATELY EQUIVALENT TO OTHERS RETAINED.	1983	0	3	55		
	1984	6	3	52		
	1985	0	3	66		*
	1986	0	3	63		
[illegible]. ALMOST ALL STUDENTS IN THIS SCHOOL CAN BE EXPECTED TO COMPLETE HIGH SCHOOL.	1983	3	3	93		*
	1984	0	0	94		*
	1985	0	0	97		*
	1986	0	0	94		*

42. DISCIPLINE PROBLEMS ARE SPREAD ACROSS ALL CATEGORIES OF STUDENTS NOT JUST LOW ACHIEVING STUDENTS.	1983	35	31	34		
	1984	13	38	47		
	1985	6	13	76		*
	1986	6	13	79		*
43. LOW-ACHIEVING STUDENTS HAVE THE SAME OPPORTUNITY TO ANSWER QUESTIONS AS OFTEN AS OTHERS DURING LARGE GROUP CLASSROOM INSTRUCTION.	1983	17	21	55		
	1984	3	44	44		
	1985	0	13	87		*
	1986	0	13	85		*
44.						
45. MOST INITIAL MATH INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	6	41	21		
	1984	6	31	26		
	1985	27	13	37		
	1986	12	31	32		
46. MOST INITIAL READING INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	14	45	13		
	1984	3	53	9		
	1985	17	37	14		
	1986	9	38	22		
AVERAGE	1983	13	27	49		
	1984	6	25	57		
	1985	6	12	73		*
	1986	5	12	73		*

OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK	TOWN LINE	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
47. AT LEAST 51 MINUTES PER DAY IS ALLOCATED FOR READING IN THE CLASSROOM.	1983	14	14	45		
	1984	38	3	28		
	1985	33	13	20		
	1986	6	13	47		
48. AT LEAST 51 MINUTES PER DAY IS ALLOCATED FOR LANGUAGE ARTS IN THE CLASSROOM.	1984	63	6	3		
	1985	57	13	0		
	1986	31	9	29		
49. AT LEAST 45 MINUTES PER DAY IS ALLOCATED FOR MATH IN THE CLASSROOM.	1983	14	38	20		
	1984	12	38	22		
	1985	14	27	33		
	1986	18	16	40		
50. TIME ALLOTMENTS FOR EACH BASIC SKILL AREA ARE SET BY THE PRINCIPAL AND TEACHERS AND MONITORED PERIODICALLY.	1983	65	14	7		
	1984	50	6	19		
	1985	27	13	46		
	1986	25	13	50		
51. BASIC SKILLS INSTRUCTION TIME IS RARELY AFFECTED BY OUTSIDE INTERRUPTIONS.	1983	10	34	42		
	1984	9	9	75		*
	1985	10	20	63		
	1986	6	31	59		

52. PULL-OUT PROGRAMS SUPPLEMENT CLASS INSTRUCTION.	1983	44	21	21		
	1984	41	6	50		
	1985	27	13	57		
	1986	29	19	50		
53. THERE ARE FEW STUDENT DISRUPTIONS DURING CLASS.	1983	3	45	41		
	1984	3	44	50		
	1985	3	17	70		*
	1986	0	22	78		*
54. LESS THAN 25% OF THE TIME OF BASIC SKILL INSTRUCTION IS ALLOCATED FOR INDEPENDENT SEAT WORK.	1983	3	24	52		
	1984	6	16	56		
	1985	0	20	53		
	1986	6	9	63		
55. STUDENTS GENERALLY HAVE AT LEAST 75% OR BETTER OF ASSIGNED PRACTICE WORK CORRECT.	1983	3	10	69		*
	1984	0	9	78		*
	1985	0	10	80		*
	1986	0	6	81		*
56. INSTRUCTIONAL EVENTS FOLLOW THE GENERAL FORMAT: PRESENTATION. PRACTICE AND OCCASIONAL FEEDBACK DURING PRACTICE.	1983	0	38	52		
	1984	0	34	63		
	1985	3	27	66		*
	1986	0	19	79		*
AVERAGE	1983	17	26	39		
	1984	22	17	44		
	1985	17	17	49		
	1986	12	16	58		

TOWN LINE
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FREQUENT MONITORING OF STUDENT PROGRESS

					AREA OF MAJOR	
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
57. THERE IS ANNUAL STANDARDIZED TESTING AT EACH GRADE LEVEL.	1983	0	0	89		*
	1984	0	3	97		*
	1985	0	0	90		*
	1986	0	0	88		*
58. ANNUAL STANDARDIZED TEST RESULTS ARE SYSTEMATICALLY USED TO EVALUATE PROGRAM OBJECTIVES.	1983	20	17	52		
	1984	6	25	57		
	1985	7	0	80		*
	1986	6	13	69		*
59. THE STANDARDIZED TESTS USED IN THIS SCHOOL ARE A VALID MEASURE OF THE BASIC SKILLS CURRICULUM.	1983	3	10	76		*
	1984	0	16	69		*
	1985	0	10	77		*
	1986	0	13	75		*
60. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED BY FREQUENT AND SYSTEMATIC SKILL TESTING.	1983	17	7	66		*
	1984	15	6	72		*
	1985	13	0	87		*
	1986	0	6	94		*
1. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED SYSTEMATICALLY BY VARIOUS METHODS. CRT'S. UNIT TESTS. STUDENT WORK. ETC.	1983	24	3	62		
	1984	6	13	72		*
	1985	10	7	76		*
	1986	9	3	81		*

62. INFORMATION OBTAINED FROM BASIC SKILLS TESTING IN THE CLASSROOM IS USED FOR SPECIFIC FEEDBACK AND INSTRUCTION IS AT LEAST SOMEWHAT CHANGED AS A RESULT.	1983	0	3	86		*
	1984	3	3	81		*
	1985	3	0	94		*
	1986	0	0	97		*
63. THERE IS A CRITERION-REFERENCED TESTING PROGRAM IN AT LEAST TWO BASIC SKILL AREAS.	1983	0	34	55		
	1984	0	53	25		
	1985	0	57	23		
	1986	0	50	29		
64. INDIVIDUAL TEACHERS USE CRT'S TO CHECK STUDENT MASTERY AND TO PLAN THE NEXT INSTRUCTIONAL SEQUENCE FOR THEIR GROUP.	1983	0	17	65		
	1984	3	13	63		
	1985	6	10	63		
	1986	3	16	60		
AVERAGE	1983	8	11	69		*
	1984	4	17	66		*
	1985	5	11	73		*
	1986	2	13	73		*

HOME-SCHOOL RELATIONS	TOWN LINE				AREA OF MAJOR	
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
65. THERE IS AN ACTIVE PARENT ORGANIZATION.	1983	21	10	65		
	1984	0	0	94		*
	1985	3	3	87		*
	1986	0	16	78		*
66. PARENTS ARE DIRECTLY INVOLVED IN SUPPORTING THE SCHOOL PROGRAM.	1983	7	14	79		*
	1984	3	9	82		*
	1985	0	10	90		*
	1986	0	16	81		*
67. A VAST MAJORITY OF PARENTS ATTEND SCHEDULED PARENT-TEACHER CONFERENCES.	1983	17	0	69		*
	1984	3	6	81		*
	1985	6	0	84		*
	1986	3	0	81		*
68. THERE IS FORMAL AND INFORMAL COMMUNICATION BETWEEN PARENTS AND TEACHERS.	1983	3	10	86		*
	1984	3	13	85		*
	1985	0	7	93		*
	1986	0	13	88		*
69. MANY PARENTS INITIATE TEACHER CONTACTS.	1983	56	17	26		
	1984	47	28	18		
	1985	43	37	20		
	1986	44	25	19		
70. THE SCHOOL HAS A WRITTEN POLICY ON HOMEWORK, AND HOMEWORK IS REGULARLY ASSIGNED TO ALL STUDENTS.	1983	42	31	14		
	1984	41	33	12		
	1985	0	7	93		*
	1986	0	9	72		*

71. MOST PARENTS UNDERSTAND AND ACCEPT THEIR ROLE IN MONITORING HOMEWORK.	1983	31	38	13	
	1984	22	41	22	
	1985	0	60	34	
	1986	3	22	63	
72. MORE THAN 75% OF STUDENTS COMPLETE ASSIGNED HOMEWORK.	1983	0	7	52	
	1984	0	9	59	
	1985	0	10	73	*
	1986	0	0	75	*
73. PARENTS WOULD EVALUATE THIS SCHOOL BY GIVING A GRADE OF A OR B.	1983	0	24	72	*
	1984	19	6	72	*
	1985	10	3	86	*
	1986	12	6	75	*
AVERAGE	1983	20	17	53	
	1984	15	17	58	
	1985	10	15	73	*
	1986	7	12	70	*

COSGROVE SCHOOL

SAFE AND ORDERLY ENVIRONMENT

					AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
1. ADULTS AND STUDENTS FEEL THAT THE ATMOSPHERE OF THE BUILDING IS SAFE AND ORDERLY.	1983	0%	5%	95%		*
	1984	5	12	84		*
	1985	4	24	73		*
	1986	2	24	75		*
2. SCHOOL AND CLASS BEHAVIOR ARE GENERALLY ACCEPTABLE.	1983	2	66	31		
	1984	16	62	21		
	1985	34	59	8		
	1986	12	73	16		
3. DISCIPLINE IS A SHARED RESPONSIBILITY IN THE SCHOOL.	1983	7	59	33		
	1984	19	57	23		
	1985	16	71	14		
	1986	10	63	27		
4. THE SCHOOL BUILDING IS CLEAN AND WELL TAKEN CARE OF BY STAFF AND STUDENTS.	1983	76	18	6	*	
	1984	7	55	39		
	1985	6	67	28		
	1986	6	65	30		
5. STUDENTS ARE GENERALLY POSITIVE ABOUT SCHOOL AND LEARNING.	1983	2	59	38		
	1984	0	60	41		
	1985	8	53	39		
	1986	14	51	35		
AVERAGE	1983	17	41	41		
	1984	9	49	42		
	1985	14	55	32		
	1986	9	55	37		

COSGROVE

INSTRUCTIONAL LEADERSHIP

					AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
6. INSTRUCTIONAL LEADERSHIP IS PROVIDED BY THE PRINCIPAL.	1983	19	24	57		
	1984	33	17	50		
	1985	25	31	41		
	1986	20	31	49		
7. THE PRINCIPAL PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	9	43	48		
	1984	12	29	59		
	1985	22	43	36		
	1986	14	33	53		
8. TEACHER LEADERS PROMOTE FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	26	31	38		
	1984	24	14	62		
	1985	20	20	24		
	1986	12	14	28		
9. THE ASSISTANT PRINCIPAL(S) PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	55	14	31		
	1984	48	17	36		
	1985	47	25	26		
	1986	24	37	39		

10. THE PRINCIPAL MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.	1983	87	11	2	*	
	1984	88	7	2	*	
	1985	71	14	0	*	
	1986	85	12	0	*	
11. THE ASSISTANT PRINCIPAL(S) MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.	1983	63	15	0		
	1984	81	14	2	*	
	1985	63	6	0		
	1986	74	14	0	*	
12. A TYPICAL FORMAL CLASSROOM OBSERVATION IS PLANNED BY THE PRINCIPAL AND TEACHER AT A PRE-CONFERENCE FOLLOWED BY A POST-CONFERENCE.	1983	0	9	90		*
	1984	2	5	90		*
	1985	6	8	87		*
	1986	6	6	87		*
13. THE PRINCIPAL OR ASSISTANT PRINCIPAL ENGAGES IN A POST OBSERVATION CONFERENCE THREE TIMES A YEAR OR MORE.	1983	72	7	5	*	
	1984	83	10	5	*	
	1985	73	4	24	*	
	1986	79	6	12	*	
14. AFTER A CLASSROOM OBSERVATION THE PRINCIPAL OR ASSISTANT PRINCIPAL PROVIDE FEEDBACK PRIMARILY ON INSTRUCTIONAL ISSUES.	1983	2	17	87		*
	1984	2	17	79		*
	1985	8	14	79		*
	1986	2	8	88		*
15. THE PRINCIPAL IS REGULARLY VISIBLE AT VARIOUS LOCATIONS IN THE SCHOOL.	1983	2	31	67		*
	1984	15	29	57		
	1985	6	39	55		
	1986	6	33	61		
16. THE ASSISTANT PRINCIPAL IS REGULARLY VISABLE AT VARIOUS LOCATIONS IN THE SCHOOL.	1985	8	22	71		*
	1986	2	25	73		*
17. THE SCHOOL REQUIRES AND REVIEWS LESSON PLANS REGULARLY. SCHOOL.	1983	2	33	64		
	1984	0	24	56		
	1985	6	27	65		
	1986	14	35	49		
18. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE PRINCIPAL.	1983	33	43	19		
	1984	43	33	23		
	1985	53	35	12		
	1986	49	41	8		
19. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THEIR TEACHER LEADER.	1983	36	31	29		
	1984	38	33	29		
	1985	40	22	26		
	1986	41	33	12		
20. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE ASSISTANT PRINCIPAL.	1983	67	24	7	*	
	1984	59	24	17		
	1985	60	29	8		
	1986	50	35	12		
21. THE PRINCIPAL REGULARLY REVIEWS AND INTERPRETS TEST RESULTS WITH FACULTY.	1983	5	43	44		
	1984	2	21	74		*
	1985	20	22	42		
	1986	10	37	49		
22. THE PRINCIPAL FREQUENTLY COMMUNICATES TO TEACHERS THEIR RESPONSIBILITY IN RELATION TO STUDENT ACHIEVEMENT.	1983	48	17	36		
	1984	26	19	52		
	1985	26	20	54		
	1986	12	29	57		

23. THE PRINCIPAL REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	17	45	36
	1984	5	55	38
	1985	14	41	43
	1986	14	27	59
4. THE TEACHER LEADERS REGULARLY ARRANGE OR PROMOTE STAFF DEVELOPMENT ACTIVITIES.	1983	40	43	14
	1984	35	36	24
	1985	36	22	28
	1986	36	29	26
25. THE ASSISTANT PRINCIPAL(S) REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	38	43	14
	1984	38	48	12
	1985	28	43	30
	1986	12	49	38
26. THE PRINCIPAL AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	43	21	28
	1984	40	24	36
	1985	47	25	24
	1986	35	16	43
27. TEACHER LEADERS AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	40	21	33
	1984	33	26	36
	1985	28	33	24
	1986	34	22	34
28. THE ASSISTANT PRINCIPAL(S) AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	59	14	17
	1984	64	12	22
	1985	57	22	18
	1986	38	20	32
9. FACULTY MEETINGS PRIMARILY DEAL WITH INSTRUCTIONAL ISSUES.	1983	7	62	28
	1984	16	33	48
	1985	14	57	26
	1986	12	18	71
AVERAGE	1983	34	28	35
	1984	33	24	40
	1985	33	26	34
	1986	28	25	41

CLEAR SCHOOL MISSION

COSGROVE

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
30 & 31.						
32. THERE IS A WRITTEN STATEMENT OF PURPOSE WHICH GUIDES THE INSTRUCTIONAL PROGRAM OF THIS SCHOOL.	1983	33	26	36		
	1984	14	24	57		
	1985	12	31	53		
	1986	12	29	59		
33. SPECIFIC OBJECTIVES ON WHICH A CURRICULAR AREA IS BASED EXIST AT ALL GRADES.	1983	24	19	50		
	1984	17	21	57		
	1985	20	14	56		
	1986	14	18	64		
34. SCHOOL-WIDE OBJECTIVES GUIDE CLASSROOM INSTRUCTION.	1983	24	29	45		
	1984	15	24	57		
	1985	8	22	63		
	1986	12	22	65		

35. EACH GRADE LEVEL OR SUBJECT AREA HAS AN IDENTIFIED SET OF SKILLS OR OBJECTIVES THAT STUDENTS ARE EXPECTED TO MASTER.	1983	24	9	64		
	1984	15	19	64		
	1985	10	24	63		
	1986	24	8	69		*
WRITTEN SEQUENTIAL OBJECTIVES EXIST FOR THE COURSES IN THIS ACADEMIC AREA.	1983	19	31	48		
	1984	26	24	46		
	1985	10	24	63		
	1986	18	24	57		
37. IDENTIFIED OBJECTIVES GUIDE MOST CLASSROOM INSTRUCTION.	1983	12	36	52		
	1984	12	26	58		
	1985	2	29	64		
	1986	12	14	70		*
38. IN MY ACADEMIC AREA SPECIFIC SKILLS ARE IDENTIFIED WHICH STUDENTS ARE EXPECTED TO MASTER.	1983	19	9	71		*
	1984	21	24	52		
	1985	22	14	63		
	1986	14	14	63		
39. MATERIALS AND EQUIPMENT NEEDED MOST OFTEN TO CARRY OUT INSTRUCTIONAL OBJECTIVES ARE AVAILABLE.	1983	24	26	45		
	1984	21	19	57		
	1985	12	24	62		
	1986	18	20	60		
AVERAGE	1983	22	23	51		
	1984	18	23	56		
	1985	12	23	61		
	1986	16	19	63		

COSGROVE
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HIGH EXPECTATIONS		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
40. NINETY PERCENT OR HIGHER OF MY STUDENTS ARE EXPECTED TO MASTER ESSENTIAL SKILLS IN MY PRIMARY DISCIPLINE.	1983	5	14	81		*
	1984	2	10	81		*
	1985	2	0	94		*
	1986	2	2	90		*
41. TEACHERS BELIEVE THEY ARE RESPONSIBLE FOR STUDENTS TO MASTER BASIC SKILLS IN THEIR PRIMARY DISCIPLINE.	1983	24	17	59		
	1984	10	29	57		
	1985	6	8	84		*
	1986	12	8	74		*
42. TEACHERS BELIEVE THAT ALL STUDENTS CAN MASTER BASIC SKILLS REGARDLESS OF HOME BACKGROUND FACTORS.	1983	31	31	38		
	1984	21	26	50		
	1985	6	24	62		
	1986	12	27	57		
43. TEACHERS HAVE HIGH EXPECTATIONS THAT ALL STUDENTS WILL LEARN.	1983	21	40	38		
	1984	12	19	64		
	1985	4	16	78		*
	1986	12	14	72		*
44. THE NUMBER OF LOW-INCOME CHILDREN RETAINED IN CLASSES IN MY ACADEMIC AREA IS PROPORTIONATELY EQUIVALENT TO OTHERS RETAINED.	1983	5	5	64		
	1984	2	12	61		
	1985	4	2	61		
	1986	0	10	57		

45. ALMOST ALL STUDENTS IN THIS SCHOOL CAN BE EXPECTED TO COMPLETE HIGH SCHOOL.	1983	0	14	76		*
	1984	0	17	76		*
	1985	0	12	77		*
	1986	2	4	90		*
DISCIPLINE PROBLEMS ARE SPREAD ACROSS ALL CATEGORIES OF STUDENTS NOT JUST LOW ACHIEVING STUDENTS.	1983	26	29	45		
	1984	31	29	36		
	1985	36	27	35		
	1986	20	31	47		
47. LOW-ACHIEVING STUDENTS HAVE THE SAME OPPORTUNITY TO ANSWER QUESTIONS AS OFTEN AS OTHERS DURING LARGE GROUP CLASSROOM INSTRUCTION.	1983	19	36	40		
	1984	12	38	42		
	1985	8	31	57		
	1986	8	25	62		
48. IN MY ACADEMIC AREA MOST INITIAL INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	26	19	45		
	1984	19	19	55		
	1985	10	24	55		
	1986	12	18	61		
AVERAGE	1983	17	23	54		
	1984	12	22	58		
	1985	8	16	67		*
	1986	9	15	68		*

COSGROVE
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OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK		CONCERN	NEUTRAL	STRENGTH	AREA OF CONCERN	AREA OF STRENGTH
49. STUDENTS SPEND 85% OR MORE OF THE CLASS PERIOD ON PLANNED LEARNING ACTIVITIES.	1983	9	14	74		*
	1984	10	17	66		*
	1985	4	6	88		*
	1986	10	12	76		*
50. CLASSROOM INSTRUCTION IS RARELY AFFECTED BY OUTSIDE INTERRUPTIONS.	1983	21	29	50		
	1984	16	33	46		
	1985	14	18	62		
	1986	6	16	78		*
51. THERE ARE FEW STUDENT DISRUPTIONS DURING CLASS.	1983	7	43	50		
	1984	10	48	41		
	1985	4	29	65		
	1986	10	33	57		
52. LESS THAN 25% OF THE TIME OF BASIC SKILL INSTRUCTION IS ALLOCATED FOR INDEPENDENT SEAT WORK.	1983	10	5	74		*
	1984	9	5	78		*
	1985	2	6	85		*
	1986	8	2	86		*
53. STUDENTS GENERALLY HAVE AT LEAST 75% OR BETTER OF ASSIGNED PRACTICE WORK CORRECT.	1983	5	19	64		
	1984	4	24	64		
	1985	6	12	67		*
	1986	4	16	71		*
54. INSTRUCTIONAL EVENTS FOLLOW THE GENERAL FORMAT: PRESENTATION, PRACTICE AND OCCASIONAL FEEDBACK DURING PRACTICE.	1983	0	21	74		*
	1984	5	17	74		*
	1985	2	12	81		*
	1986	0	24	72		*

AVERAGE	1983	9	22	64		
	1984	9	24	62		
	1985	5	14	75		*
	1986	6	17	73		*

FREQUENT MONITORING OF STUDENT PROGRESS	COSGROVE	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
55. THERE IS ANNUAL STANDARDIZED TESTING (i.E., THE STANFORD ACHIEVEMENT TEST AT EACH GRADE LEVEL AND INEACH COURSE.	1983	17	2	74		*
	1984	26	5	62		
	1985	10	4	59		
	1986	16	4	61		
56. ANNUAL STANDARDIZED TEST RESULTS ARE SYSTEMATICALLY USED TO EVALUATE PROGRAM OBJECTIVES.	1983	31	29	31		
	1984	38	31	23		
	1985	30	14	31		
	1986	36	20	30		
57. THE STANDARDIZED TESTS USED IN THIS SCHOOL ARE A VALID MEASURE OF THE CURRICULUM IN MY ACADEMIC AREA.	1983	31	29	31		
	1984	26	24	36		
	1985	12	24	35		
	1986	22	24	33		
58. STUDENT PROGRESS IN CLASS IS ASSESSED BY FREQUENT AND SYSTEMATIC SKILL TESTING.	1983	21	2	71		*
	1984	19	2	66		*
	1985	6	2	81		*
	1986	12	0	75		*
59. STUDENT PROGRESS IN CLASS IS ASSESSED SYSTEMATICALLY BY VARIOUS METHODS, CRT'S, UNIT TESTS, STUDENT WORK, ETC.	1983	9	17	62		
	1984	12	12	64		
	1985	8	8	69		*
	1986	10	4	71		*
60. INFORMATION OBTAINED FROM TESTING IN THE CLASSROOM IS USED FOR SPECIFIC FEEDBACK, AND INSTRUCTION IS AT LEAST SOMEWHAT CHANGED AS A RESULT.	1983	17	9	69		*
	1984	14	5	74		*
	1985	2	6	76		*
	1986	12	0	74		*
61. THERE IS A CRITERION-REFERENCED TESTING PROGRAM IN MY ACADEMIC AREA.	1983	31	0	50		
	1984	31	0	57		
	1985	37	0	45		
	1986	39	0	47		
62. INDIVIDUAL TEACHERS USE CRT'S TO CHECK STUDENT MASTERY AND TO PLAN THE NEXT INSTRUCTIONAL SEQUENCE FOR THEIR GROUP.	1983	45	9	19		
	1984	43	10	35		
	1985	28	14	32		
	1986	28	8	34		
AVERAGE	1983	25	12	51		
	1984	26	11	52		
	1985	16	9	54		
	1986	22	8	54		

COSGROVE

HOME-SCHOOL RELATIONS

					AREA OF MAJOR	
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
63. THERE IS AN ACTIVE PARENT ORGANIZATION.	1983	86	7	5	*	
	1984	64	17	14		
	1985	10	24	57		
	1986	8	37	33		
64. PARENTS ARE DIRECTLY INVOLVED IN SUPPORTING THE SCHOOL PROGRAM.	1983	69	21	7	*	
	1984	57	19	21		
	1985	16	24	57		
	1986	22	25	43		
65. A VAST MAJORITY OF PARENTS ATTEND SCHEDULED PARENT-TEACHER CONFERENCES.	1983	48	9	36		
	1984	26	17	42		
	1985	28	12	49		
	1986	36	8	45		
66. THERE IS FORMAL AND INFORMAL COMMUNICATION BETWEEN PARENTS AND TEACHERS.	1983	2	19	79		*
	1984	2	17	78		*
	1985	4	24	68		*
	1986	6	16	76		*
67. MANY PARENTS INITIATE TEACHER CONTACTS.	1983	69	17	12	*	
	1984	64	14	16		
	1985	69	20	8	*	
	1986	63	20	38		
68. THE SCHOOL HAS A WRITTEN POLICY ON HOMEWORK, AND HOMEWORK IS REGULARLY ASSIGNED TO ALL STUDENTS.	1983	17	17	62		
	1984	2	2	95		*
	1985	0	8	86		*
	1986	2	8	89		*
69. MOST PARENTS UNDERSTAND AND ACCEPT THEIR ROLE IN MONITORING HOMEWORK.	1983	48	43	5		
	1984	26	33	38		
	1985	18	45	28		
	1986	18	59	18		
70. MORE THAN 75% OF STUDENTS COMPLETE ASSIGNED HOMEWORK.	1983	7	24	57		
	1984	7	14	65		
	1985	6	18	59		
	1986	0	16	71		*
71. PARENTS WOULD EVALUATE THIS SCHOOL BY GIVING A GRADE OF A OR B.	1983	0	9	88		*
	1984	22	10	57		
	1985	28	10	49		
	1986	20	6	65		
AVERAGE	1983	38	18	39		
	1984	30	16	47		
	1985	20	21	51		
	1986	19	22	51		

WILSON SCHOOL

SAFE AND ORDERLY ENVIRONMENT

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
1. ADULTS AND STUDENTS FEEL THAT THE ATMOSPHERE OF THE BUILDING IS SAFE AND ORDERLY.	1983	1%	30%	69%		*
	1984	0	28	72		*
	1985	4	37	59		
	1986	0	9	92		*
2. SCHOOL AND CLASS BEHAVIOR ARE GENERALLY ACCEPTABLE.	1983	19	66	15		
	1984	16	70	13		
	1985	30	41	28		
	1986	6	38	55		
3. DISCIPLINE IS A SHARED RESPONSIBILITY IN THE SCHOOL.	1983	13	63	24		
	1984	3	70	27		
	1985	22	39	39		
	1986	6	23	71		*
4. THE SCHOOL BUILDING IS CLEAN AND WELL TAKEN CARE OF BY STAFF AND STUDENTS.	1983	14	70	15		
	1984	20	70	10		
	1985	14	61	24		
	1986	6	40	53		
5. STUDENTS ARE GENERALLY POSITIVE ABOUT SCHOOL AND LEARNING.	1983	10	58	31		
	1984	6	56	38		
	1985	14	47	39		
	1986	6	17	74		*
AVERAGE	1983	11	57	31		
	1984	9	59	32		
	1985	17	45	38		
	1986	5	25	69		*

WILSON

INSTRUCTIONAL LEADERSHIP

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
6. INSTRUCTIONAL LEADERSHIP IS PROVIDED BY THE PRINCIPAL.	1983	39	23	38		
	1984	36	34	29		
	1985	41	24	35		
	1986	17	26	56		
7. THE PRINCIPAL OR ASSISTANT PRINCIPAL PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	48	28	23		
	1984	36	39	23		
	1985	28	37	34		
	1986	13	28	59		
8. TEACHER LEADERS PROMOTE FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	42	10	48		
	1984	41	15	45		
	1985	32	10	55		
	1986	15	21	64		
9. THE PRINCIPAL OR ASSISTANT PRINCIPAL MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.	1983	73	4	23	*	
	1984	80	8	11	*	
	1985	84	8	8	*	
	1986	74	6	19	*	

10. A TYPICAL FORMAL CLASSROOM OBSERVATION IS PLANNED BY THE PRINCIPAL AND TEACHER AT A PRE-CONFERENCE FOLLOWED BY A POST-CONFERENCE.	1983	0	7	92		*
	1984	0	5	95		*
	1985	2	2	95		*
	1986	0	0	100		*
11. THE PRINCIPAL OR ASSISTANT PRINCIPAL ENGAGES IN A POST-OBSERVATION THREE TIMES A YEAR OR MORE.	1983	72	3	20	*	
	1984	82	5	13	*	
	1985	82	8	8	*	
	1986	70	9	19	*	
12. AFTER A CLASSROOM OBSERVATION THE PRINCIPAL OR ASSISTANT PRINCIPAL PROVIDES FEEDBACK PRIMARILY ON INSTRUCTIONAL ISSUES.	1983	7	18	75		*
	1984	3	10	87		*
	1985	2	6	89		*
	1986	4	4	91		*
13. THE PRINCIPAL OR ASSISTANT PRINCIPAL IS REGULARLY VISIBLE AT VARIOUS LOCATIONS IN THE SCHOOL.	1983	24	29	47		
	1984	12	33	56		
	1985	8	16	75		*
	1986	6	26	68		*
14. THE SCHOOL REQUIRES AND REVIEWS LESSON PLANS REGULARLY.	1983	65	31	4		
	1984	70	25	5	*	
	1985	45	47	6		
	1986	42	40	15		
15. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE PRINCIPAL OR ASSISTANT PRINCIPAL.	1983	54	30	14		
	1984	69	26	3	*	
	1985	47	31	18		
	1986	30	36	29		
[illegible]. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE TEACHER LEADER.	1983	25	46	25		
	1984	40	28	28		
	1985	18	29	44		
	1986	15	28	49		
17. THE PRINCIPAL REGULARLY REVIEWS AND INTERPRETS TEST RESULTS WITH FACULTY.	1983	11	31	47		
	1984	17	26	55		
	1985	2	27	72		*
	1986	6	11	77		*
18. THE PRINCIPAL OR ASSISTANT PRINCIPAL FREQUENTLY COMMUNICATES TO TEACHERS THEIR RESPONSIBILITY IN RELATION TO STUDENT ACHIEVEMENT.	1983	22	13	62		
	1984	26	15	56		
	1985	14	16	68		*
	1986	2	15	81		*
19. THE PRINCIPAL OR ASSISTANT PRINCIPAL REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	48	38	11		
	1984	31	44	23		
	1985	22	41	37		
	1986	6	19	70		*
20. THE TEACHER LEADER REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	30	38	31		
	1984	54	30	15		
	1985	24	47	26		
	1986	22	34	39		
[illegible] THE PRINCIPAL OR ASSISTANT PRINCIPAL AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	72	11	13	*	
	1984	54	21	22		
	1985	57	14	28		
	1986	34	11	42		

22. TEACHER LEADERS AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	35	24	38		
	1984	44	21	31		
	1985	26	31	41		
	1986	23	17	53		
23. FACULTY MEETINGS PRIMARILY DEAL WITH INSTRUCTIONAL ISSUES.	1983	70	21	8	*	
	1984	58	34	8		
	1985	20	49	29		
	1986	2	19	79		*
AVERAGE	1983	41	22	34		
	1984	42	23	34		
	1985	31	24	43		
	1986	21	19	56		

WILSON
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CLEAR SCHOOL MISSION

CLEAR SCHOOL MISSION		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
24 AND 25.						
26. THERE IS A WRITTEN STATEMENT OF PURPOSE WHICH GUIDES THE INSTRUCTIONAL PROGRAM OF THIS SCHOOL.	1983	34	32	27		
	1984	36	25	38		
	1985	8	33	59		
	1986	6	9	85		*
27. SPECIFIC OBJECTIVES ON WHICH A CURRICULAR AREA IS BASED EXIST AT ALL GRADES.	1983	15	14	65		
	1984	18	25	56		
	1985	8	16	71		*
	1986	0	11	85		*
28. SCHOOL-WIDE OBJECTIVES GUIDE CLASSROOM INSTRUCTION.	1983	23	22	51		
	1984	11	33	54		
	1985	0	16	77		*
	1986	2	15	79		*
29. EACH GRADE LEVEL OR SUBJECT AREA HAS AN IDENTIFIED SET OF SKILLS OR OBJECTIVES THAT STUDENTS ARE EXPECTED TO MASTER.	1983	16	16	61		
	1984	10	20	68		*
	1985	6	12	75		*
	1986	2	0	93		*
30. WRITTEN SEQUENTIAL OBJECTIVES EXIST FOR THE COURSES IN THIS ACADEMIC AREA.	1983	20	22	58		
	1984	13	26	60		
	1985	12	18	67		*
	1986	4	2	87		*
31. IDENTIFIED OBJECTIVES GUIDE MOST CLASSROOM INSTRUCTION.	1983	19	19	57		
	1984	13	16	70		*
	1985	2	22	73		*
	1986	2	11	85		*
32. IN MY ACADEMIC AREA SPECIFIC SKILLS ARE IDENTIFIED WHICH STUDENTS ARE EXPECTED TO MASTER.	1983	11	16	69		*
	1984	13	11	76		*
	1985	10	14	72		*
	1986	2	6	85		*

33. MATERIALS AND EQUIPMENT NEEDED MOST OFTEN TO CARRY OUT INSTRUCTIONAL OBJECTIVES ARE AVAILABLE.	1983	30	26	45		
	1984	25	30	46		
	1985	24	10	61		
	1986	13	23	61		
AVERAGE	1983	21	21	54		
	1984	17	23	59		
	1985	9	16	69		*
	1986	4	10	83		*

	WILSON				AREA OF MAJOR	
HIGH EXPECTATIONS	======	CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
34. NINETY PERCENT OR HIGHER OF STUDENTS ARE EXPECTED TO MASTER ESSENTIAL SKILLS IN MY PRIMARY DISCIPLINE.	1983	1	3	92		*
	1984	0	10	89		*
	1985	0	4	96		*
	1986	0	0	100		*
35. TEACHERS BELIEVE THEY ARE RESPONSIBLE FOR STUDENTS TO MASTER BASIC SKILLS IN THEIR PRIMARY DISCIPLINE.	1983	16	12	70		*
	1984	11	13	75		*
	1985	4	8	86		*
	1986	4	4	85		*
36. TEACHERS BELIEVE THAT ALL STUDENTS CAN MASTER BASIC SKILLS REGARDLESS OF HOME BACKGROUND FACTORS.	1983	27	31	41		
	1984	20	25	56		
	1985	12	16	68		*
	1986	4	15	75		*
37. TEACHERS HAVE HIGH EXPECTATIONS THAT ALL STUDENTS WILL LEARN.	1983	22	19	58		
	1984	16	18	66		*
	1985	0	6	90		*
	1986	0	9	92		*
38. THE NUMBER OF LOW-INCOME CHILDREN RETAINED IN CLASSES IN MY ACADEMIC AREA IS PROPORTIONATELY EQUIVALENT TO OTHERS RETAINED.	1983	7	4	51		
	1984	5	8	61		
	1985	0	10	67		*
	1986	2	9	58		
39. ALMOST ALL STUDENTS IN THIS SCHOOL CAN BE EXPECTED TO COMPLETE HIGH SCHOOL.	1983	8	9	79		*
	1984	0	2	95		*
	1985	0	12	86		*
	1986	0	6	89		*
40. DISCIPLINE PROBLEMS ARE SPREAD ACROSS ALL CATEGORIES OF STUDENTS NOT JUST LOW ACHIEVING STUDENTS.	1983	41	32	26		
	1984	41	26	33		
	1985	42	29	28		
	1986	17	40	39		
41. LOW-ACHIEVING STUDENTS HAVE THE SAME OPPORTUNITY TO ANSWER QUESTIONS AS OFTEN AS OTHERS DURING LARGE GROUP CLASSROOM INSTRUCTION.	1983	17	43	33		
	1984	21	41	36		
	1985	22	31	44		
	1986	13	26	55		

42. IN MY ACADEMIC AREA MOST INITIAL INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	28	23	37		
	1984	32	20	44		
	1985	24	27	42		
	1986	17	26	53		
AVERAGE	1983	19	20	54		
	1984	16	18	62		
	1985	12	16	67		*
	1986	6	15	72		*

OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK	WILSON				AREA OF MAJOR	
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
43. STUDENTS SPEND 85% OR MORE OF THE CLASS PERIOD ON PLANNED LEARNING ACTIVITIES.	1983	7	4	81		*
	1984	5	13	79		*
	1985	6	12	80		*
	1986	4	13	79		*
44. CLASSROOM INSTRUCTION IS RARELY AFFECTED BY OUTSIDE INTERRUPTIONS.	1983	30	26	38		
	1984	23	34	42		
	1985	12	18	67		*
	1986	6	11	79		*
[illegible]5. THERE ARE FEW STUDENT DISRUPTIONS DURING CLASS.	1983	4	37	54		
	1984	11	43	46		
	1985	10	45	43		
	1986	4	28	64		
46. LESS THAN 25% OF THE TIME OF BASIC SKILL INSTRUCTION IS ALLOCATED FOR INDEPENDENT SEAT WORK.	1983	8	4	80		*
	1984	5	11	83		*
	1985	4	8	83		*
	1986	2	2	85		*
47. STUDENTS GENERALLY HAVE AT LEAST 75% OR BETTER OF ASSIGNED PRACTICE WORK CORRECT.	1983	3	16	69		*
	1984	6	21	66		*
	1985	8	16	67		*
	1986	0	13	77		*
48. INSTRUCTIONAL EVENTS FOLLOW THE GENERAL FORMAT: PRESENTATION, PRACTICE AND OCCASIONAL FEEDBACK DURING PRACTICE.	1983	4	12	80		*
	1984	3	21	71		*
	1985	2	16	76		*
	1986	2	4	87		*
AVERAGE	1983	9	17	67		*
	1984	9	24	65		
	1985	7	19	69		*
	1986	3	12	79		*

FREQUENT MONITORING OF STUDENT PROGRESS	WILSON				AREA OF MAJOR	
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
9. THERE IS ANNUAL STANDARDIZED TESTING AT EACH GRADE LEVEL AND IN EACH COURSE.	1983	21	5	58		
	1984	19	8	64		
	1985	4	12	73		*
	1986	6	4	81		*
50. ANNUAL STANDARDIZED TEST RESULTS ARE SYSTEMATICALLY USED TO EVALUATE PROGRAM OBJECTIVES.	1983	31	24	29		
	1984	43	21	34		
	1985	16	18	53		
	1986	6	13	75		*
51. THE STANDARDIZED TESTS USED IN THIS SCHOOL ARE A VALID MEASURE OF THE CURRICULUM IN MY ACADEMIC AREA.	1983	20	22	39		
	1984	30	15	51		
	1985	12	20	57		
	1986	12	6	72		*
52. STUDENT PROGRESS IN CLASS IS ASSESSED BY FREQUENT AND SYSTEMATIC SKILL TESTING.	1983	16	0	77		*
	1984	8	0	84		*
	1985	8	2	84		*
	1986	4	4	81		*
53. STUDENT PROGRESS IN CLASS IS ASSESSED SYSTEMATICALLY BY VARIOUS METHODS, CRT'S, UNIT TESTS, STUDENT WORK, ETC.	1983	9	6	73		*
	1984	7	20	67		*
	1985	10	16	65		
	1986	4	6	80		*
. INFORMATION OBTAINED FROM TESTING IN THE CLASSROOM IS USED FOR SPECIFIC FEEDBACK, AND INSTRUCTION IS AT LEAST SOMEWHAT CHANGED AS A RESULT.	1983	11	3	74		*
	1984	12	10	75		*
	1985	4	4	82		*
	1986	4	6	83		*
55. THERE IS A CRITERION-REFERENCED TESTING PROGRAM IN MY ACADEMIC AREA.	1983	53	0	18		
	1984	46	8	40		
	1985	38	6	40		
	1986	13	0	68		*
56. INDIVIDUAL TEACHERS-USE CRT'S TO CHECK STUDENT MASTERY AND TO PLAN THE NEXT INSTRUCTIONAL SEQUENCE FOR THEIR GROUP.	1983	30	9	16		
	1984	36	16	35		
	1985	26	14	34		
	1986	4	21	51		
AVERAGE	1983	24	9	48		
	1984	25	12	56		
	1985	26	12	61		
	1986	7	8	74		*

WILSON
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HOME-SCHOOL RELATIONS		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
57. THERE IS AN ACTIVE PARENT ORGANIZATION.	1983	73	8	4	*	
	1984	97	0	2	*	
	1985	81	18	0	*	
	1986	79	11	2	*	
58. PARENTS ARE DIRECTLY INVOLVED IN SUPPORTING THE SCHOOL PROGRAM.	1983	73	15	7	*	
	1984	83	10	5	*	
	1985	78	16	4	*	
	1986	55	30	6		
59. A VAST MAJORITY OF PARENTS ATTEND SCHEDULED PARENT-TEACHER CONFERENCES.	1983	64	4	16		
	1984	68	7	19	*	
	1985	63	8	20		
	1986	44	13	21		
60. THERE IS FORMAL AND INFORMAL COMMUNICATION BETWEEN PARENTS AND TEACHERS.	1983	24	18	57		
	1984	15	30	55		
	1985	18	24	57		
	1986	13	19	68		*
61. MANY PARENTS INITIATE TEACHER CONTACTS.	1983	84	11	3	*	
	1984	79	20	2	*	
	1985	85	12	2	*	
	1986	72	21	6	*	
62. THE SCHOOL HAS A WRITTEN POLICY ON HOMEWORK, AND HOMEWORK IS REGULARLY ASSIGNED TO ALL STUDENTS.	1983	32	39	22		
	1984	12	16	72		*
	1985	0	12	87		*
	1986	2	2	92		*
63. MOST PARENTS UNDERSTAND AND ACCEPT THEIR ROLE IN MONITORING HOMEWORK.	1983	50	32	10		
	1984	51	44	3		
	1985	14	53	30		
	1986	9	40	36		
64. MORE THAN 75% OF STUDENTS COMPLETE ASSIGNED HOMEWORK.	1983	5	20	59		
	1984	5	20	67		*
	1985	0	18	73		*
	1986	2	9	81		*
65. PARENTS WOULD EVALUATE THIS SCHOOL BY GIVING A GRADE OF A OR B.	1983	0	8	88		*
	1984	18	15	64		
	1985	10	6	80		*
	1986	4	6	79		*
AVERAGE	1983	45	17	30		
	1984	48	18	32		
	1985	39	19	39		
	1986	31	17	43		